LIRT

School **Public** **Special** **Academic**

Library Instruction Round Table

NEWS

From the President

Kristen Edson, LIRT President

Greetings, Everyone!

As the weather turns colder, the members of LIRT committees and Executive Board are turning their energies to heating up ALA Midwinter in Seattle and into 2019. There are several new and returning projects planned for the new year that you as members of LIRT get the benefit of participating in.

Transitions to College

◊ Midwinter Discussion Forum: Communication in Transition: A Discussion on Aligning Expectations of Students for School and Academic Librarians (Coffee service will be provided!)

◊ Networking socials at Midwinter and Annual

Adult Learners

◊ Annual Pre-Conference Program: Supporting Lifelong Learning: How Your Library Can Better Serve Adult Learners (the afternoon of Friday, June 21, at the Washington Convention Center)

◊ Webinar series building off pre-conference topics

Teaching Learning & Technology

◊ Webinar on OER technology as it affects student privacy

Organization & Planning

◊ LIRT Manual updates and new student pricing proposals to be included on the upcoming ballot

NEW Communications Committee This newly formed committee will be responsible for all forms of communication with LIRT membership including the website, newsletter, and social media. New appointments for this committee will be an option on this year's committee volunteer form. Members of the Web Advisory and Newsletter committees will automatically serve as members on the new committee.

contents

The energy going on in LIRT right now is amazing! I hope to see many of you in Seattle, at one of the opportunities that LIRT is hosting to engage with each other. If you want to learn more about our upcoming projects and have the opportunity to ask questions of the great minds behind them, please join us for the All Committee/All Membership meeting on Saturday, January 26 at 10:30 am. (More information on Midwinter meetings can be found on page 6 of this Newsletter.)

I also want to quickly talk about a very important anniversary that ALA will be celebrating in 2019. Thirty years ago on January 10th, the ALA Presidential Committee on Information Literacy released its groundbreaking report. This work provided six recommendations that helped to shape how librarians approach instructing and guiding persons on their informational journey. ACRL published a white paper in 1998 that looked back at the report, the progress that had been made, and the progress yet to be made.

I think that in a time of misinformation and erosion of the public trust in sources that were once pillars of truth and the democratic process, it is paramount to reflect yet again on this report. We as librarians need to consistently measure how our instruction—both formal and informal—is impacting our consumers. Are we making our students, community members, local businesses, and organizations more information literate? I look forward to having a representative from LIRT serve on the Presidential Committee on Information Literacy again starting in 2019.

I hope you all have a wonderful holiday season and look forward to seeing you in 2019!

Best Regards,

Kristen Edson

From the Editor

Enjoying new students

My first position after I earned my master's degree in Information was as a first-year English instruction librarian in an academic library. Over the next several years, I taught many first-year students both in one-shot research instruction sessions and semester-long introductory courses. In time, however, I took on new responsibilities and started interacting less with students brand new to college and the academic library. This fall, I found myself back in front of freshmen, teaching information literacy concepts to an introductory English seminar—and it was so great! I had forgotten how engaged first semester first-year students can be—they're not jaded yet, and they're (mostly) excited about starting their college journey.

Sherri Brown, LIRT News Editor

Taking the time to dial back my teaching to the basic introductory concepts helped me to re-appreciate the work that we do as both librarians and educators. I haven't figured out how to harness the enthusiasm of first semester students to bring with me to higher level classes, but I was reminded of why I wanted to be an instruction librarian so many years ago.

I hope in 2019 you have the opportunity to work with a wonderful class (or many!) that makes your work seem fulfilling and brings joy to your day.
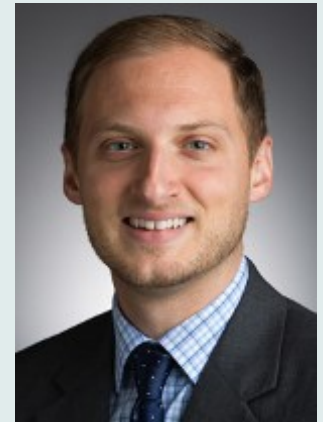
Happy holidays to you and your families,

Sherri

Meet the new LIRT Vice President

Mark Robison, Political Science Librarian at the Hesburgh Libraries, University of Notre Dame, kindly agreed to serve as our LIRT interim Vice President when this year's former VP, Rachael Elrod, stepped down this fall. Mark is also currently serving as chair of the Adult Learners committee. Thank you, Mark, for agreeing to take on this additional role for 2018-19!

Mark Robison

Find us on **Facebook**

http://www.facebook.com/groups/ala.lirt/

Contributions to be considered for the **March 2019 issue** must be sent to the editor by **February 1, 2019.**

Production editor: Rachel Mulvihill
University of Central Florida Libraries

Member A-LIRT
Addison Lucchi
Instructional and Research Librarian
MidAmerica Nazarene University

What brought you to LIRT?

As an Instructional & Research Librarian, I was searching for roundtables relevant to my specific work in research and information literacy instruction. LIRT was the natural choice!

What was your path to librarianship?

During my undergraduate program, one of my favorite honors professors had a background in librarianship. I learned about the profession from her, and after doing my own research, I determined that it was an ideal fit for my interests, goals, and skill sets. After obtaining my undergraduate degree in English Literature, I progressed to begin my MLIS at Simmons College and graduate two years later. I have not regretted my decision since, and I love being a librarian!

Tell us about your current position. What do you like most about it?

I work as an Instructional & Research Librarian at MidAmerica Nazarene University. Because this is a small academic library, every librarian wears many hats—thus, I participate in instruction, collection development, cultural programming, and some technical services. My favorite aspect of my position is that I am encouraged to pursue scholarly activities (including publication and presentation opportunities) as a librarian with faculty status. Thus, I am able to do work I love while also growing and researching in my areas of interest.

In what ways does it challenge you?

Because we have a limited library team, each of us has many responsibilities—however, I see these varied experiences as an incredible opportunity to grow in significant ways early in my career.

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

My favorite teacher was Dr. James Ruebel, the director of the honors program during my undergraduate experience at Ball State University. Dr. Ruebel was basically Dumbledore, and he sought out opportunities to get to know his students and provide them with resources and opportunities that would help them grow. Studying under him in the honors program was invaluable towards my educational, personal, and professional growth.

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

I never leave home without a copy of *The Hobbit*. This might sound odd, but it is one of my favorite adventure stories, and so taking it with me on my own adventures seems appropriate. It has become a tradition to read it during the adventure!

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

I wish more libraries engaged in the arts in profound ways, earning the reputation of being spaces that are filled with beauty. Many libraries do already engage in the arts—but I would like libraries to become better known as places of beauty and wonder.

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

I also serve as the president of Prolepsis KC, a nonprofit organization that provides resources, opportunities, and funding for local artists who seek to use their art to influence their communities and the world for good.

Tech Talk

By Billie Peterson-Lugo, Baylor University

Dear Tech Talk– Development of open educational resources (OERs) at all levels of education appears to be a growing trend. As it stands, most librarians have plenty on their plates. Should librarians consider OERs an entrée or side dish? **–OERs Obligatory or Optional**

Dear OOOO– To be honest, the general concept of OERs has been present for 20+ years; however, as demonstrated by the chart below, today you cannot throw a rock without encountering a conference, position announcement, publication, seminar, or webinar that focuses on open educational resources. Particularly since 2005/2006, interest in OERs has increased substantially.

OER Journal Articles/Year from Discovery Service
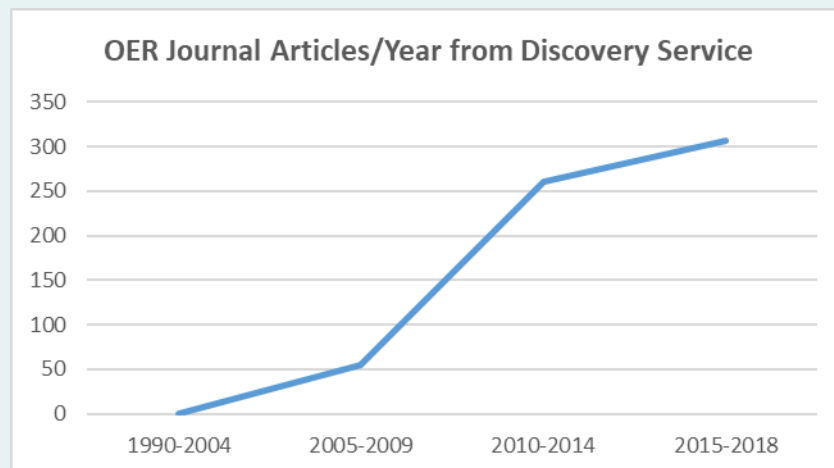
Although the concept has been present for many years, let's ensure that everyone is on the same page regarding the definition of OERs. Most OER advocates use the definition provided by the William and Flora Hewlett Foundation (a major funding source for OER initiatives and research) that evolved from a 2002 UNESCO forum (http://unesdoc.unesco.org/images/0012/001285/128515e.pdf): "Open Educational Resources are teaching, learning and research materials in any medium—digital or otherwise—that reside in the *public domain* or have been released under an *open license* that permits *no-cost access*, *use*, *adaptation* and *redistribution* by others with *no or limited restrictions*" [emphasis mine] (https://hewlett.org/strategy/open-educational-resources/). Related to the italicized words and phrases, David Wiley identified 5Rs that are key when considering OERs:

1. **Retain** - the right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage)
2. **Reuse** - the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)

LIRT @midwinter

ALA Midwinter 2019 Discussion Session

Communication in Transition: A Discussion on Aligning Expectations of Students for School and Academic Libraries

Sunday, January 27, 2019, 1:00 p.m. to 2:30 p.m., Washington State Convention Center Room 303

The LIRT Transitions to College Committee is sponsoring a discussion session during the ALA Midwinter meeting in Seattle.

Please join our discussion session as we explore how to improve communication between high school and college librarians. Guest librarian researchers will lead discussions on aligning expectations of student awareness and experience with information literacy concepts and tools such as citation generators, key databases, web-scale discovery tools, types of student research products (traditional papers, presentations, original scientific research, etc.), plagiarism detection tools, and more.

LIRT Meetings & Events @ ALA Midwinter 2019 in Seattle*

Meeting/Event	Title	Start Time	End Time	Location
Saturday, January 26				
551415	Steering Committee II	8:30 a.m.	10:00 a.m.	WSCC 204
550653	All Committee Meeting/ All Membership Meeting	10:30 a.m.	11:30 a.m.	WSCC 2B
Sunday, January 27				
550670	Executive Committee II	8:30 a.m.	10:00 a.m.	WSCC 304
	Bites with LIRT	11:30 a.m.		Cheesecake Factory
	LIRT Discussion Forum: *Communication In Transition: A Discussion on Aligning Expectations of Students for School and Academic Librarians*	1:00 p.m.	2:30 p.m.	WSCC 303

WSCC = Washington State Convention Center

* Note: This schedule is preliminary. Please check the ALA Midwinter 2019 schedule-at-a-glance closer to the events to check dates, times, and locations

LIRT @midwinter

Join us for Bites with LIRT in Seattle!

DATE: Sunday, January 27, 2018
TIME: 11:30 a.m.
LOCATION: The Cheesecake Factory, 700 Pike St, Seattle, WA 98101

LIRT is organizing "Bites with LIRT" at ALA Midwinter in Seattle. We will be meeting for lunch at The Cheesecake Factory on Sunday, January 27, 2018. The Cheesecake Factory is located just across the street from the Washington State Convention Center. See the menu at https://www.thecheesecakefactory.com/.

LIRT welcomes anyone who has an interest in instruction from all types of libraries. You need not be a member of LIRT to participate. We hope you will join us in this opportunity to exchange ideas and experiences about library instruction in a relaxed setting. Enjoy a stimulating and fun lunch with LIRT— good food, good company, and interesting conversation.

Look for an email coming soon from the LIRT membership committee to reserve a spot at lunch.

We hope to see you there!

Have you created an instruction program or developed a unique classroom strategy? Please share your experiences with LIRT!

Send your articles to Sherri Brown (sherri.brown@ku.edu)

LIRT Award
nominations

LIRT Award Nominations Open through Mid-January

As you are writing your holiday to-do list, make sure you add "send in LIRT Awards submission" to it!

LIRT welcomes your submissions for two awards created to recognize excellence in information literacy and instruction. Submissions from all types of libraries (public, school, special, academic) are encouraged. Winners will receive a $1,000 award, a plaque, and a $500 travel stipend to be used to attend the 2019 ALA Annual Conference in Washington, DC, where the awards will be presented.

The **LIRT Librarian Recognition Award** honors a librarian for their contributions to information literacy and instruction. The **LIRT Innovation in Instruction Award** honors a library for their innovative approach to information literacy and instruction.

Submissions will be accepted until January 15, 2019. For full details on how to apply for these awards or to nominate someone to receive them, please visit the LIRT Awards site (http://www.ala.org/rt/lirt/awards).

LIRT @annual

LIRT Annual Conference Program 2019

Washington, DC

How Did I Get Here? Exploring Mindfulness in Library Instruction
In today's heavily networked and fast-paced world, mindfulness has emerged as a critical component in maintaining mental health and happiness. In the work environment, mindfulness is touted as key to reducing burnout and prioritizing work-life balance. There is growing interest among educators to integrate thoughtful and conscientious techniques into their classrooms, which has proven beneficial to both the instructor and the student. Join public, academic, and school librarians who have integrated these methods into their instruction to learn how awareness techniques can improve and enhance teaching efforts.

Watch the ALA conference website and upcoming 2019 *LIRT News* ***issues for more details.***

3. **Revise** - the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)
4. **Remix** - the right to combine the original or revised content with other material to create something new (e.g., incorporate the content into a mashup)
5. **Redistribute** - the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)   (http://opencontent.org/definition/)

Consequently, as long as learning materials fit the definition and incorporate all 5Rs, it doesn't matter if it's print or digital, a small learning object or full-blown textbook, a one-time instruction session or an entire course—it is an open educational resource.

As it happens, OERs are one leg of a three-legged stool that yields affordable materials for students. The other two legs are: *affordable course content* and *inclusive access*. Both *affordable course content* and *inclusive access* provide all students with course learning materials from the first day of class and contribute to solving the problem of high cost textbooks—but with some caveats.
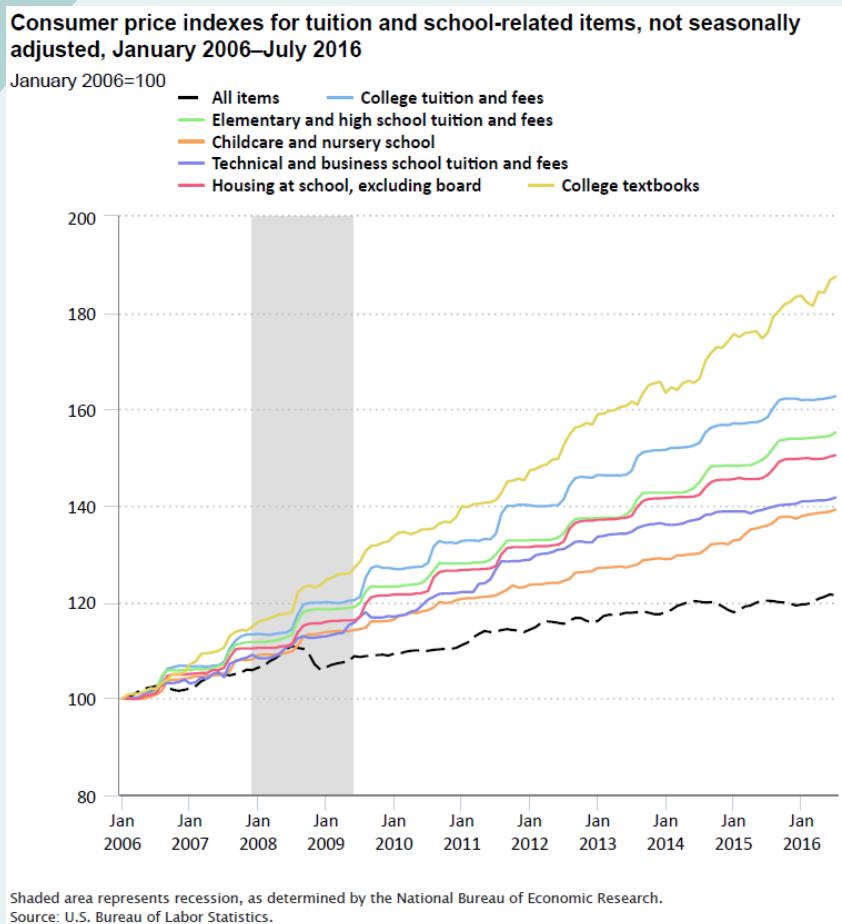
When using *affordable course content*, faculty may use a combination of course reserves and licensed content from the library instead of a traditional textbook. This is part of the approach for CSU Channel Islands (http://openci.cikeys.com/) and the University of South Florida (http://tap.usf.edu/). Using licensed content increases use of library resources, thus increasing the return on investment (ROI), and there is no direct cost to the student. However, there is a direct and continuous cost to the library and—perhaps more important— once the students leave the institution, they can no longer reference the material.

In the case of *inclusive access*, the institution/department bundles the cost of the learning materials into the cost of the course. The University of Maryland University College provides this option (https://www.umuc.edu/academic-programs/open-educational-resources.cfm). This approach increases the course cost, hides the real costs of the materials, and once again—long-term—the students don't have access to the material for future reference, even while still attending the institution, since they are no longer in that class. Leasing textbooks, while lower costs, also has this same impact.

Many are aware of early and still thriving projects such as Rice University's OpenStax (originally Connexions) founded in 1999 (https://openstax.org/faq) and MIT's 2001 groundbreaking OpenCourseWare (OCW) initiative, which has the ambitious goal to share nearly all its course content online for free. Today OCW has materials from 2,400 courses (https://ocw.mit.edu/about/). Fewer people may be aware of another groundbreaking initiative launched in 2013 from Tidewater Community College, "the first [community college] to develop a degree in which an entire associate's degree pathway, called a Z-Degree [https://www.tcc.edu/academics/degrees/textbook-free] can be achieved by taking courses using OER" (Young, Daly, & Stone, 2017, p. 53). The Z-Degree is just one example of many developing and evolving initiatives. What has prompted the sharp growth over the past ten years?

The reasons vary, but the most visible driver of this momentum is the significant rise in textbook costs. Illustrations abound that demonstrate this growth, including the one below from the Bureau of Labor Statistics that shows an 188% increase in textbook costs over a 10-year period, compared to only a 121% increase in the consumer price index (CPI).

Consumer price indexes for tuition and school-related items, not seasonally adjusted, January 2006–July 2016

January 2006=100

- **All items**
- **College tuition and fees**
- **Elementary and high school tuition and fees**
- **Childcare and nursery school**
- **Technical and business school tuition and fees**
- **Housing at school, excluding board**
- **College textbooks**

Shaded area represents recession, as determined by the National Bureau of Economic Research.
Source: U.S. Bureau of Labor Statistics.

(https://www.bls.gov/opub/ted/2016/college-tuition-and-fees-increase-63-percent-since-january-2006.htm)

What this graph doesn't illustrate is the impact these rising costs have on students. In fall 2013, the Student PIRGs (Public Interest Research Groups) surveyed 2,039 students from more than 150 university campuses across the country and found that 65% decided against buying a textbook because it was too expensive, with 94% of them expressing concern that making this decision would impact their grade; nearly 50% indicated the cost of textbooks impacted how many/which classes they took; 82% felt they would do significantly better if the textbook was freely available online (Senack, 2014, pp. 11-12). Using data from the above chart, note that from mid-2013 to mid-2016 textbook costs continued to increase another 26%, which perhaps pushed even more students into making decisions about the need for textbooks or the course vs. the need for groceries.

Annand and Jensen (2017) opined that textbook production and distribution have evolved and related costs have declined; however, textbook prices have not likewise decreased because the final consumer—the student—is ignored since the student doesn't make the textbook adoption decision (p. 10). Because of community college student demographics—non-traditional age with families and full or part time jobs and less overall financial security—it's not surprising that community colleges have a strong drive to lower costs for students. However, K-12 schools and colleges/universities (public and private) also see students struggling with textbook costs and wrestling with the high cost of education.

But increasing textbook costs can't be the sole incentive for OERs. As stated by Colvard, Watson, and Park (2018), "While compelling, the argument for OER as primarily a cost saving measure is incomplete and minimizes the value of OER." They suggest that the use of OERs addressed "all three of the great challenges facing higher education today: affordability, retention and completion, and quality of student learning" (p. 273).

And, indeed, many studies (see *Assessment/Impact* in the full bibliography: https://tinyurl.com/oerbibliography) have shown that OERs have value beyond lowering costs for students—value for those who teach, the students, and the institutions:

For Faculty
◊   Enables more reflection about teaching practices;
◊   Tailors learning material to the specific course, teaching style, and learners' needs;
◊   Allows easy modification and adaption of materials to reflect currency in the discipline;
◊   Enables incorporation of interactive content, such as media or quizzes;
◊   Potentially improves student outcomes;
◊   Promotes increased understanding of copyright, licensing, and the open access model;
◊   Sheds light on the often-invisible teaching process;
◊   Enables a culture of sharing and collaboration;
◊   Eliminates issues with traditional textbooks: ordering deadlines or unavailability when class begins.

For Students
◊   Contributes to the lessening of higher education costs and student debt;
◊   Grants access to all materials for all students on the first day of class;
◊   Potentially improves grades, which enables improved retention and completion rates, especially for underserved populations as shown by Colvard, Watson, and Park (2018);
◊   Potentially improves interaction and engagement with the learning materials;
◊   Allows continued access to learning materials in future classes and after graduation.

For the Institution
◊   Helps address the affordability and accessibility of education;
◊   Potentially increases retention and completion rates;
◊   Potentially brings prestige and increased enrollment to the institution (e.g., MIT OpenCourseWare, Rice University OpenStax, and University of Minnesota Open Textbooks).

And yet, these benefits don't come without a cost, and the actual adoption of OERs is still relatively low for a wide variety of reasons including:

- Struggling to demonstrate a need for OER materials for students that goes beyond simply saving them money (see the Open Education Group Review Project, http://openedgroup.org/review, for an on-going summary of empirical research on the impacts of OER adoption);
- Difficulty obtaining institutional support;
- Difficulty obtaining faculty participation, which is tied to: lack of awareness; significant time commitment; impact on tenure and promotion, overall reputation/recognition among peers; potential loss of royalties from traditional textbooks;
- Adopting OER learning material often results in rethinking and redesigning the course;
- Finding, adapting, and creating high quality resources presents challenges such as locating high-quality resources and using best practices for pedagogical and instructional design;
- Difficulty of weaning faculty away from expensive textbooks that come bundled with enticing

supplementary learning material that ease their teaching practice;

- Understanding and working with the intellectual property, including who owns OER materials; how to use and how to apply Creative Commons licenses; potential commercialization of OER materials;
- Sustaining OERs, which includes both direct and indirect costs associated with creation, discoverability, access, maintenance, assessment, preservation of OER materials (Note: Friesen (2009) observed that funding for OERs came from the parent institution, a government entity, a philanthropic entity, or a combination (pp. 4-5) and that "the average lifetime of [inactive/discontinued] repositories. . . is less than three years" (p. 8));
- Developing content that works with master course templates or state standards and common curricula;
- Inadequate internet access for students, which continues to be an issue for some.

Of note, the research of Allen and Seaman (2014) identified four top deterrents for OER adoption by faculty: no comprehensive catalog – 51.5%; too hard to find what I need – 44%; not enough resources for my subject – 36.6%; not knowing if I have permission to use or change – 33.5% (p. 39). Each of these deterrents falls within the realm of librarian expertise. More recent research by Braddlee and VanScoy (2018) confirms that faculty surveyed valued librarian roles in the realm of discovery, information literacy, cataloging and metadata, curation, and content development, which nicely aligns with the top deterrents the researchers identified: locating resources in their disciplines, challenges to discovery, and concerns about the quality of OERs (p. 23). Woodward (2017) suggests that the active participation of librarians with OERs is "an opportunity to build library value in faculty teaching" (pp. 207-208). Specific examples of the value librarians bring to OERs include:

- Expertise in finding content and curating collections;
- Expertise in evaluating content and developing rubrics;
- Expertise with copyright, licensing, Creative Commons;
- Experienced advocates for open access who value the mission of improved access and use of learning materials;
- Placement of OER materials in repositories (either local or non-local), along with relevant metadata;
- Comfortable with technology and adapting/incorporating new or changed technology;
- Relationships with faculty across the disciplines and knowledge of the curriculum;
- A broad reach across the institution, seeing connections less visible to others;
- See Braddlee & VanScoy (2018) for a comprehensive list of librarian roles (pp. 7-9).

However, Braddlee's and VanScoy's (2018) research also identified librarian roles in OER initiatives that faculty valued less, including: policy development, funding OER creation, reward and recognition programs, creating OER publishing enterprises, OER team members, or OER professional development for faculty (p. 28). And yet, at many institutions where OER initiatives exist, librarians serve in one or more of these roles.

So, what's a librarian to do; how to get started? The answer to these questions largely depends on the OER environment at your institution and in your state. At a minimum, librarians in school libraries, community college libraries, and higher education libraries need be knowledgeable about OERs, especially at the institution and state level. Beyond that, your mileage may vary depending on the environment. Below is a tiered perspective that may provide some guidance:

Tier 1: Low Hanging Fruit—minimal effort or cost

- Join LibOER (https://sparcopen.org/our-work/sparc-library-oer-forum/) and subscribe to the OER Digest (https://sparcopen.org/our-work/oer-digest/);
- Follow Twitter hashtags: #GoOpen and #oer or follow OER groups on Facebook;
- Identify key partners/stakeholders, which could include: students and student government, appropriate administrative groups (provost, school administrators, faculty government, etc.), bookstore, academic success group, teaching and learning group;
- Host brown bag lunches (or similar events) to provide information about OER and initiate conversations about OER needs at your institution, including librarians and other key partners/stakeholders;
- Verify the need: formally and/or informally survey students, which could be as simple as "whiteboard" prompts placed in the library or a brief survey (https://goo.gl/forms/9PBt2gWknKCecsxx2), which can present compelling data for marketing OER to faculty and administrators;
- Add OER MARC records to online catalog and/or to discovery services (https://open.umn.edu/opentextbooks/discovery and http://bceln.ca/services-initiatives-resource-sharing-bc-open-textbook-marc);
- Attend OER webinars.

Tier 2: Mid-hanging Fruit—more effort, potentially more cost

- Raise/increase awareness among faculty by surveying them on their use/knowledge of OERs; present on OERs with academic partners; create online guides; set up and promote a "petting zoo" of printed or digital open textbooks using peer review materials from an OER repository;
- Use Open Education Week (https://www.openeducationweek.org/) to promote OERs, and if March isn't a good time, select a better week and call it Open Education Week;
- Share your institution's OER activities with Connect OER (https://sparcopen.org/our-work/connect-oer/);
- Attend OER conferences or seminars.

Tier 3: High-hanging Fruit—significant effort and cost

- Join the Open Textbook Network and take full advantage of that membership (http://research.cehd.umn.edu/otn/membership/);
- Create an OER librarian position;
- Establish a grant program, in conjunction with institution stakeholders, to provide incentives for faculty to adopt OER materials (See appendix: https://tinyurl.com/oerappendix);
- Work with stakeholders to form teams to create OERs: librarians (search, find, and deliver both open and proprietary (library) content), faculty (subject experts), instructional designers;
- Use data (if available) to identify high-risk groups of students, along with correlations with specific courses, e.g., identify freshmen who performed below C- or withdrew along with correlation with specific courses;
- Assess the value of using OER materials—money saved; educational outcomes;
- Share and promote success stories.

As implied at the beginning of this column, the OER research and resources are substantial and this column has barely scratched the surface, instead focusing on a few key points. Below are the references cited, plus a few extra. For a more complete bibliography of resources consulted, loosely organized by broad topics— *General*, *Assessment/Impact*, *Barriers/Incentives*, *K-12 Librarian Role*, and *Librarian Role*—see: https://tinyurl.com/oerbibliography. For other resources that may be valuable, especially for those in the Tier 1, Tier 2, and low end of Tier 3 categories, consult the appendix: https://tinyurl.com/oerappendix.

Additional Resources

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Get Involved with LIRT

LIRT Standing Committees

Use the online form to volunteer

Adult Learners

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

Awards

This committee is charged with selecting the recipients for the LIRT Innovation in Instruction Award and the LIRT Librarian Recognition Award.

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.

Teaching, Learning, & 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.

For more information about our committees, visit: **http://www.ala.org/lirt/committees**

Library Instruction Round Table News

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