



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.

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FROM THE PRESIDENT:

New Beginnings

By Linda Chopra, ey603@hotmail.com

June was a time of new beginnings for me. Within that month, I became a grandmother, accepted the position of assistant director at a nearby library, and assumed the presidency of LIRT. Initially these changes required a whirl of activity – flying to Seattle to hold my granddaughter and bond with my daughter, saying good-bye to former colleagues and meeting new ones, and attending lots of meetings at the Annual Conference in San Francisco. But since then, the pace has slowed and I've had time for a bit of reflection.

I consider it an honor to serve as president of LIRT, an organization that has contributed immensely to my professional growth. Since joining the round table eight years ago, I've

worked with committee members and officers who have freely shared their knowledge and expertise, providing me with a network of colleagues whom I can contact when I need advice or just a sympathetic ear. My LIRT colleagues put in many hours working on various projects within our organization, exhibiting a level of commitment that never ceases to amaze me, especially given the crazy pace of life in libraryland. So, I've learned by their example, as well as from their experience. Sure, I've picked up teaching tips and techie skills, but I've also learned a whole lot more. My association with LIRT has given me the knowledge, confidence, and support I need to succeed in our challenging profession.

So, let me encourage all LIRT members to make a new beginning. Get involved in our organization by joining a committee that focuses on your particular needs and/or interests. I promise you that LIRT will enhance your career development and introduce you to a wonderfully empowering group of professionals. ☐

Get Involved with LIRT

By Anne Houston, ahousto@luc.edu

Would you like to get more involved in LIRT? Consider volunteering to serve on a LIRT committee. Committees do much of the work to keep LIRT running, and make us a vital organization.

Some LIRT committees center on a particular topic in library instruction, such as adult learners; transition from high school to college; or technology in teaching. Others are charged with planning and executing a LIRT function, such as the annual conference program or the annual elections. All of the committees are in need of members with different types of skills and interests, from all kinds of libraries—public, school, academic and special.

When you volunteer, you contribute to LIRT by giving your time, talent and unique perspective to the committee. In turn, you'll meet interesting people from all over; gain new ideas to take back to your institution; and get valuable experience in working with a professional organization. Committee work can also make ALA conferences a more focused and meaningful experience. And volunteers take a leadership role in LIRT— which looks great on your resume! *continued on page 14...*

It's time to nominate candidates for LIRT offices, 2002/2003 *see page 3 for instructions...*

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COMMITTEE DESCRIPTIONS.....back cover

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LONG-RANGE PLANNING COMMITTEE

to 9th and 10th grade students, and training for public librarians about how to offer instruction.

Partnerships for Instruction

About 130 people attended the LIRT program at the ALA Annual Conference on Sunday, June 17, at the Moscone Convention Center in San Francisco. This year's program, entitled "Partnerships for Instruction," featured two speakers and eight poster presentations, focusing on the ways different types of libraries can collaborate to provide instructional services.

The first speaker, Lisa Rosenblum, Manager of Adult Service and Training at San Jose Public Library, addressed the unique collaboration between San Jose Public Library and San Jose State University Library. The two institutions will combine their libraries into a single new facility in 2003. Librarians from both institutions will staff the new Martin Luther King Library, and many key services will be merged, including instructional services.

Both institutions currently offer instructional services, though of somewhat different kinds. The public library teaches classes on basic Internet skills, including e-mail, and on such topics as genealogy; the university library offers course-integrated instruction and faculty development. Both

libraries participate in K-12 outreach, and are offering more instruction via the Web.

Rosenblum stated that combining instruction programs could result in a dynamic new level of excellence, or "synergy." The merger will offer new opportunities, such as the occasion to create new types of learning communities. The emphasis on information competence and web-based instruction will be heightened, and evaluation methods strengthened. Librarians at both institutions will prepare for the merger by observing each other's instruction and developing similar evaluation methods, by developing materials together, and by cross-training librarians. After the merger, services will be evaluated rigorously and adjustments made if necessary.

The second speaker, Patrick Jones of the consulting firm Connecting Young Adults and Libraries, spoke about the outreach that public libraries can do to connect with schools. Jones described his experiences with different public libraries around the country that offer instructional programs to local schools. Programs included outreach

Jones offered several thoughtful definitions of "young adult": a young adult is "a work in progress;" "someone who no longer wants to be a child but is not yet considered an adult;" and "a person who will be in academic libraries in a few years." The key to reaching these teenagers is to be responsive and respectful.

Jones outlined reasons why public libraries should care about training information-literate young adults. Information literacy can have direct outcomes for youth. It encourages independent, lifelong learning and creates "raving fans" of libraries. Thus, partnerships with schools can pay off for public libraries. According to an AASL document, with information literacy skills "students become independent, ethical, lifelong learners who achieve personal satisfaction and who contribute responsibly and productively to the learning community and to society as a whole." Information literate students can access information efficiently, evaluate the information they find, and use it properly.

Among the groups that public libraries can reach out to are public and private schools, parents, home-schoolers, local groups such as Boy's Clubs and YMCAs, museums, and after-school programs. Good times to approach these groups include special events such as Kids' Online Month or National Library Week, when term papers are due, and after school.

Jones talked about the importance of teaching the "Big 6 Skills," an information-finding process defined by Michael B. Eisenberg and Robert E. Berkowitz. The six steps are defining the problem, determining sources, locating sources, extracting the relevant information, synthesizing, and evaluating.

The *LIRT News*
is online at:



LIRT MEETINGS

ALA MIDWINTER CONFERENCE 2002

Saturday, January 19

8:00 a.m. - 9:00 a.m. Executive Board I
Morial Convention Center, Room 333
9:30 a.m. - 12:30 p.m. General Membership & All Committee
Meetings, Morial Convention Center, Room 353

Sunday, January 20

2:00 p.m. - 4:00 p.m. Discussion Forum, Marriott New Orleans, Iberville Room

Monday, January 21

9:30 a.m. - 11:00 a.m. All Committee Meeting II, Royal Sonesta, Iberville Room
11:30 a.m. - 12:30 p.m. Steering Committee, Royal Sonesta, Evangeline Suite

Tuesday, January 22

9:30 a.m. - 11:00 a.m. Executive Board II, Morial Convention Center, Room 336



ALA ALA Annual Conference 2001 Council Activities

By Tim Grimes, LIRT Councilor, GrimesT@aadl.org

Council sessions at ALA in San Francisco again proved quite interesting. Several key issues were discussed and Council grappled with methods of dealing with convention sites where labor strikes exists.

ALA COUNCIL/EXECUTIVE BOARD/ MEMBERSHIP INFORMATION SESSION & COUNCIL I

These Sunday morning meetings contained several reports of the year's activities, as well as an intensive small group discussion period to discuss progress of the ALA Ad Hoc Task Force on External Accreditation.

Highlights:

n Members of the External Accreditation Task Force led tabletop discussions of a proposal to set up an external accrediting body (currently, accreditation is handled by the ALA Committee on Accreditation). The task force gathered information and later decided that the proposal (which was scheduled to appear at Council II) would be further refined before being brought to Council as an action item.

n The Budget Analysis and Review Committee reported that ALA was in

good financial health.

n President Nancy Kranich outlined her year as ALA leader, which focused heavily on democracy, advocacy, and media relations.

n John Berry, President-elect, reported on the activities of his three presidential task forces on equity and access, recruitment and diversity, and electronic participation.

n Executive Director Bill Gordon noted the great turnout for the conference and noted that there was a new pavilion in the conference exhibits dedicated to accessibility issues for individuals with disabilities.

COUNCIL II

Much of the discussion at this Tuesday morning meeting focused on a proposal for a post-certification program beyond the MLS.

Highlights:

n Council approved a statement opposing the shifting of policy making and management oversight of library services from the public to the private for-profit sector.

n After much discussion, Council approved a proposal to establish an

allied professional association to certify librarians in areas of specialization.

n Council approved a policy on preservation

COUNCIL III

Council spent much of its last meeting discussing quorums at membership meetings and hotel contracts in cities with labor disputes.

Highlights:

n Council, grappling with the issues of establishing quorums at conference membership meetings, voted that the president establish a special committee on membership meeting quorums.

n A proposal to add a strike and boycott clause to conference hotel contracts was referred to the ALA Conference Committee.

n Council agreed to seek to schedule Midwinter conference at times

other than during Martin Luther Ku0.05 Tw 2-26 Tw 1

Pival, Paul R., and Johanna Tunon.
"Innovative Methods for Providing Instruction to Distance Students Using Technology." Journal of Library Administration 32.1/2 (2001): 347-360.

Three techniques used at Nova Southeastern University in distance education library instruction are examined in terms of each technique's strengths and drawbacks. The first, compressed video, was found to be adequate for a static PowerPoint presentation but less useful for demonstrations of online searches and other live teaching. The second, Netmeeting, has proven to be helpful for collaborative work at cluster sites in which demonstrations and interaction are crucial. The third, streaming media, employs the Realnetworks application to present not only PowerPoint modules but also audio and/or video of librarians explaining concepts.

Viggiano, Rachel and Meredith Ault.
"Online Library Instruction for Online Students." Information Technology and Libraries 20.3 (September 2001): 135-138.

The Florida Distance Learning Reference and Referral Center uses a chat room to provide real-time online library instruction. The authors describe their software and discuss effective methods for chat instruction, including issues of class size, pushing URLs and collaborative browsing, giving students information and basic commands in advance, staffing, and scheduling.

TECHNOLOGY AND THE WEB

Cottrell, Janet R. "Teaching Students to Evaluate Web Sources More Critically: Implications from a Faculty Workshop." College and Research Libraries News 62.2 (2001): 141-143, 186.

Instruction librarians know all too well that students often overlook the information reliability and accuracy of a Web site in favor of its inclusion or exclusion of eye-catching

graphics, design, and overall attractiveness. Cottrell notes that the same misconceptions can apply to faculty. She writes about the work of university faculty at a four-day workshop addressing various issues of technology and pedagogy. Faculty asked to work in groups to create lists of evaluation criteria for Web sites focused less upon site content and more upon graphic design and usability. The author concludes that this discovery opens another door for working with faculty on creating Web evaluation criteria for their students and themselves.

Fitzgerald, Mary Ann and Chad Gallo-
way. "Helping Students Use Virtual

In this age of tutorials, there is a proliferation of online learning tools to help students and faculty understand the nuances of the many electronic resources available on demand via the Internet. Unfortunately, these tools often provide ineffective or insufficient assistance for the beginning-level user. The reasons are many, but underlying most of the problem is that traditional-aged students do not typically learn by using online tutorials.

OK, I know that this statement contra-

Dorner, Jennifer L., Susan E. Taylor, and Kay Hodson-Carlton. "Faculty-Library Collaboration for Nursing Information Literacy: A Tiered Approach." 132-140.

Sugarman, Tammy S. and Constance Demetracopoulos. "Creating a Web Research Guide: Collaboration between Liaisons, Faculty, and Students." 150-157.

Zhiang, Wenxian. "Building Partnerships in Liberal Arts Education: Library Team Teaching." 141-149.

WEB-BASED TUTORIALS

Dupuis, Elizabeth. "Automating Library Instruction." Library Journal Netconnect (Spring 2001): 21-22. (supplement to the Library Journal and School Library Journal Spring 2001 issues).

Brief description of the Texas Information Literacy Tutorial (TILT) developed for the University of Texas System. Includes instructions for obtaining the complete tutorial program, graphics, scripts, and documentation.

Weston, Tim J. and Lecia Barker. "Designing, Implementing, and Evaluating Web-Based Learning Modules for University Students." Educational T

In the mid-1980s articles began to appear in the library literature about using computers in instruction. These articles were brief introductions to specific library instruction programs that had begun to use “computer assisted instruction.” Most programs were described as pilot projects or experiments, and computer assisted instruction typically meant familiarizing users with microcomputers or training users to search an online catalog. In addition to the handful of high profile programs, all types of libraries were

Are Future Lawyers Even Trained?: The Tale of Two Summer Associate Programs

By Susan Ryan, ryan@law.georgetown.edu and James H. Walther, jhwalth@bryancave.com

Law School Case Study

As some law school libraries across the country are trying to assist patrons in perfecting their research skills for future positions as attorneys, we thought a brief evaluation of our efforts in two library education programs would be interesting and representative to readers involved in educating similar groups of future professionals. First, in law schools, programs often called "Bridge the Gap" or "Prepare to Practice" are targeted to students who will be working at a law firm in the summer between the second and third year of law school. At Georgetown University Law Library in Washington, DC, the public services librarians offer a half-day training session each year for students who will be working as summer associates. A perennial favorite among students, the program offers both lectures and a "real world" exercise to give attendees the familiarity of the classroom along with the experience (albeit simulated) of working in a new environment.

The Program Design

Our program began in 1991 as a collaborative project between librarians from local law firms and members of the reference staff of Georgetown University Law Library. The format of the original program was rather different than the one used today, but the motivation, to help law students be better prepared for their summer employment, was the same. The current model of large group lecture followed by research simulation was instituted in 1997 and has worked quite well, based on student evaluations. All of the attendees (usually between 80 and 100 students) listen to two lectures: one on how to succeed in the law firm environment and one on administrative research.

The lecture on the law firm environment is given by Ellen Callinan, the library's webmaster, who was for many years the head of a DC law firm library and was one of the original organizers

of the summer associate training program at Georgetown. This lecture has proven to be very popular with students who appreciate the practical advice and tips on how to do well in a setting very different from academia.

The lecture on administrative research (finding government regulations) is given by one of the Georgetown reference librarians. This talk takes the students through a typical research assignment using administrative sources. Attendees find this lecture less enjoyable than the one on the law firm environment, and in the future this lecture may be replaced with one on online searching tips. Administrative research is not the most scintillating part of legal research, which contributes to the negative evaluations. It is, however, a vital component of many legal research projects, and the librarians are reluctant to abandon it as a topic entirely.

The second part of the program is a simulation of a law firm research assignment. Students come to the library's reading room, and are made "summer associates" in the firm of Williams, McDonough and Gewirtz (the names of the buildings on the law school campus). They are divided into teams of two people and given a packet of materials, including a research assignment to complete in an hour and 15 minutes. The assignment requires the students to do research into a legal issue, then write a short memo on their findings. The students also receive a set amount of "summer associate money" (colored paper in various denominations – created by the reference staff) which they use to pay for the resources that they use in their research. For students used to relying on online legal databases and disregarding the cost, this can be an eye-opening experience. The students who produce the best memo at the end of the program are awarded "positions" as associates with the fictional firm.

Helping Students Throughout the Summer

In 2000, a new component to summer associate training was added: a research website, located on the Georgetown University Law Library homepage, <<http://www.ll.georgetown.edu/sass>>. This website, along with the library's e-mail reference service and summer reference desk hours, has kept students connected to the law school's research assistance after the training program is over. Although students are actively encouraged to use the resources of the law firm where they work during the summer, they sometimes don't wish to appear foolish to anyone at the firm; talking to one of the Georgetown librarians provides them with a safe place to ask what they think is a stupid question.

Obviously, the training that Georgetown provides to its students is no replacement for the training that they receive from their law firm. Because the school's students work in many different firms throughout the country, there is no way to tailor instruction to any one firm's practices. In addition, students work in every area, so the instruction is deliberately not subject specific. Georgetown's program and website are designed to provide general information useful for many different kinds of practice.

Law Firm Case Study

In the Washington office of Bryan Cave, we recruit summer interns from predominantly the top tier law schools and our expectations are high in all skill categories.

While our practice groups across the firm are international in their scope, summer interns are exposed to content specific practice areas throughout their summer experience, such as intellectual property, securities, environmental, telecommunications, litigation and regulatory areas.

continued on page 19...



"Ethics of Information Use."

Teacher Librarian 29.1 (October
2001) 36-37. [Poster]

Fosmire, Michael. "Bibliographic
Instruction in Physics Libraries: A
Survey of Current Practice and
Tips for Marketing BI." Science
and Technology Libraries 19
(2002): 25-34.

Jacobson, Trudi E. "Partnerships
between Library Instruction Units

25 Years of Technology

By Billie Peterson, Baylor University

Dear Tech Talk—

Twenty five years ago, I was a toddler — now here I am, grown and a professional librarian!! Somewhat unexpectedly, I've recently become involved in library instruction activities. Awareness of LIRT's upcoming 25th Anniversary, has prompted me to wonder about what library instruction must have been like twenty-five years ago. In particular, I am curious about how the use of technology in library instruction has changed during the last twenty-five years.

—Really Ready to Reminisce

Dear RRR—

There are still a fair number of librarians in the profession who began their professional careers with bibliographic instruction responsibilities twenty-five years ago, and many are still actively involved in bibliographic instruction at this time — but, my oh my, how the instructional methodologies have changed. It's unlikely that anyone who began their career in 1977 could have imagined how strongly technology would impact their instruction by 1990, much less by 2002.

Although there has been a gradual evolution in the use of technology in instruction during the past twenty-five years, there was a clear shift in the late 80's, early 90's. Consequently, this column will review the technologies used prior to 1990; and the next column will look at the instructional technologies that have developed since 1990.

What kind of instructional technology was available between 1977 and 1990, and how were these methods incorporated into library instruction? Actually, the basic process wasn't substantially different from what is done today, especially within academic libraries.

Librarians were contacted by interested faculty who wanted some type of course-related research instruction provided to their students during a single 50 or 80 minute session, and librarians reached out and offered instruction opportunities to their constituents. The major differences between then and now are most visible within the realm of instructional technology.

Then, many librarians provided instruction by wheeling a book truck, heavy-laden with resources, to the classroom and proceeded to discuss the use of each resource within the context of research for that group of people. Often the books would be passed about the room and examined by those attending the instruction. In some instances, the highest form of technology used may have been the photocopy machine, which was very unsophisticated by today's standards. Using photocopy machines, instructors created, copied, and distributed specific examples from various resources, to which the students could refer later — if they didn't discard them!!

And what about creating those handouts? Word processors didn't exist until the late 70's, early 80's. Even with the gradual availability of word processors, they were specialized machines, located in the administrative offices of larger libraries, and used only by those who had received the appropriate training. Therefore library instructors created handouts by "cut and paste" — literally. They copied examples from reference books and then cut and pasted them onto sheets of paper. They used typewriters to add text with more explanatory information. They photocopied these originals, using white-out to hide any imperfections that resulted from the copy/paste process. Another technique used to enhance the handouts was rub-on transfer lettering. This transfer lettering was sold in sheets with different font styles and sizes. Instructors would "layout" the handout and then, one by one, they transferred each letter to the desired place on the handout. Once again, the photocopier made multiple copies for distribution.

From the creation of handouts, it was an easy step to modify or convert the handouts into transparencies for use with overhead projectors. Overhead projectors were relatively inexpensive and easy to use. The biggest technological challenges with overhead projectors were displaying the transparency correctly and changing the light bulb when it blew out — inevitably

A quick perusal of the journal literature during the late 70's and early 80's, indicates that the use of slides and



Partnerships for Instruction

continued from page 3 ...

Do's and Don'ts

continued from page 7 ...

But, let me clarify – my aim here is not
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Nominations requested for LIRT Officers 2002/03

LIRT is seeking nominations for three offices. The by-laws stipulate that nominees for office must be selected from different types of libraries on a rotating basis. Candidates must be current members of LIRT and must have served for at least one year on a committee or a task force of the Round Table. The rotations for the 2002/2003 election stipulate that librarians from the following types of libraries are eligible to hold the following offices:

Vice-President/President Elect
-Academic

Vice-Treasurer/Treasurer Elect
-Special, Public or School

Secretary
-Any category librarian

Other Requirements

Officers must be able to attend all ALA Midwinter and Annual Conferences for

the duration of their commitments. The office of Vice-President/President Elect is a three year commitment as an Executive Board member; one year as Vice-President/President-Elect, one year as President, and an additional year as Past President. The Vice-Treasurer/Treasurer Elect serves an one year term as part of a two year commitment to the Executive Board as Vice-Treasurer/Treasurer Elect and Treasurer. The Secretary serves an one year term.

Please send nominations to:

Elizabeth Margutti
Chair, Elections Committee
Clemons Library
POB 400710 Newcomb Station
University of Virginia
Charlottesville, VA 22904-4710
FAX (804) 924-7468
Phone: (804) 924-7410
Email: margutti@virginia.edu n

With this wide spectrum of research areas upon which to focus, our training initially focuses on the directional and management aspects of research at the firm: 1) library collection tours 2) project management 3) interlibrary loans and fee based services 4) subject specific research in core areas of the firm's practices 5) vendor services 6) Internet research and usage 7) confidentiality issues and 8) billable services management. As each of these are essentially tied to the success of the summer associate experience at the firm, these are essential aspects of our initial, day-long training program upon entry to the firm.

Beyond the Basics

As in the law school program at Georgetown, we initially structure our training endeavors in a day-long training session, centered on the above eight sections. This is furthered throughout the summer with: 1) vendor provided training and brown bag lunches, 2) one-on-one training in a unique content area, such as a fifty state statute survey or legislative training, and lastly 3) point-of-need training. Our experience in law firms demonstrates that the most difficult research challenge in this transition from law school student to summer associate is the immediate transition into billable, online research services, namely

LIBRARY INSTRUCTION ROUND TABLE STANDING COMMITTEES

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.

CONTINUING EDUCATION: Conducts research and develops plans, actual materials, and directories to further the education and help meet the information needs of librarians engaged in user education.

ELECTION/NOMINATING: 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.

LIAISON: Attends and reports to LIRT Steering Committee and members about committees within ALA involved in library instruction activities. Distributes to conference attendees a listing of instruction-related programs and meetings at ALA Conferences.

LONG RANGE PLANNING: Develops short and long range plans for LIRT. Implements planning and operations for the activities of LIRT. Chaired by the president-elect.

ORGANIZATION & BYLAWS: 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.

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

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