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## LIRT 2003 Annual Program

Critical Thinking: Teaching Thought and Process

*What is your definition of critical thinking? How does it apply to developing library instruction programs?*

Join us as we examine the challenges of teaching critical thinking. Together we will strive to define the theory and practice behind this important component of information literacy.

**Craig Gibson, expert theorist from George Mason University and Joyce Valenza, groundbreaking**

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One Librarian's Perspective

*continued from page 1*

Because of my own overexposure to resources, my concern then was with overload and how we keep up with ubiquitous changes. Now I'm looking from the other end of the telescope and the perspective has given me an new insight. It is about access. Yes, access to technology. But it's also about access to the time we need to learn and to teach.

With student help, we aoadj ET a looking

## Member A-LIRT

### Trisha Stevenson Medeiros

Trisha Stevenson Medeiros is an excellent example of a LIRT member for several different reasons. First she has worked in academic libraries which are (Pepperdine University and NYU School of Medicine), public libraries (Burlington County Library System) and school libraries (Purnell School in Pottersville, New Jersey and currently Tower Hill School in Wilmington, Delaware). She has been active on LIRT committees (High School to College Transition and Liaison) and was elected to one of the most demanding offices in LIRT, that of Treasurer. Trisha has held this office for two terms: 2001-2002 and 2002-2003.

In addition, she is an enthusiastic advocate for library instruction. When asked for a memorable library instruction moment in her career, Trisha replied, "I can't say that there is just one moment that sticks in my mind. I think it's taking every opportunity and turning it into an 'instruction session' that is most

rewarding or memorable for me. Whether it's a fourth grader remembering to use an index or a faculty member in need of a curricular resource or simply a young adult asking for help in locating a novel, I enjoy turning each of those into instruction moments and seeing the information seeker really 'get it!'"

Trisha has made contributions to our profession through the publication of two articles, "Designing a Library Staff Computer Training Program: Implementation of Core Competencies." *Information Technology and Libraries*, 21:2 (June 2002) 87-90 and "Redesigning Freshman Seminar Library Instruction Based on Information Competencies." *Research Strategies*, 17 (2000) 269-280. In addition she has made numerous presentations to such groups as the Association of Boarding Schools, the Medical Library Association and the New Jersey Library Association. She has presented poster sessions at ALA and

written book reviews for *School Library Journal* and *Library Journal*.

Trisha joined LIRT in 1998 because she felt most related to the mission of LIRT. She says that "For me the best advantage of being a LIRT member is having a connection to a wonderful group of colleagues all dedicated to library instruction. Meeting other librarians and having access to their experiences through the listserv and newsletter, as well as contact at conferences, has been a valuable and rewarding experience."

Trisha is married to a librarian and they have two adorable cats. She spends her spare time renovating their newly purchased home.

Trisha is planning on continuing her LIRT service once her term as Treasurer expires and she is currently running for ALA Council. As an ALA Counselor she will be a wonderful representative for all types of instructional librarians.

#### Planning Instructional Opportunities for Targeted Populations ACRL Instruction Section Pre-conference Annual 2003

When: June 20, 2003, from 8:00AM to 5:00PM  
Where: ALA Annual Meeting, Toronto, Canada

Want to avoid the one-size-fits-all approach to instruction? Join us as we examine four user groups: Generation Y, adult learners, international students, and distance learners. During this full-day interactive program, we will explore the characteristics of these groups and learn how to tailor instruction and outreach to meet their specific needs.

Speakers: Nancy J. Burch, University of Kansas; Miriam Conteh-Morgan, Ohio State University Libraries; Lisa Given, University of Alberta; Melissa Koenig, DePaul University; and Helen Georgas, University of Illinois at Chicago.

Registration for ACRL/CACLU members is \$195.  
To register for this event, go to: <https://cs.ala.org/annual/2003/>

For further pre-conference and registration information see: <http://www.ala.org/acrl/is/conference/annual03/preconference03.html>

#### Conference Reports

*continued from page 5*

The sub-topics were: Needs Assessment/Usability Testing; Delivery of Instruction; Access to Resources; Marketing Instruction; Library Collaboration; and Learning Assessment. Nadaleen will write a summary of the discussion for the March issue *LIRT News*, and Vibiana will write a summary of the evaluations and send them on to the LIRT Board.

The committee will continue to contribute an article on teaching, learning, and technology to each issue of *LIRT News*. The committee is also talking about creating a website that would link to practical applications of the technology featured in the newsletter articles. It was also suggested that the website link to poster sessions and conference presentations that feature technology as well as a list of recommended readings.

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## ALA Mid-Winter Conference

### **Library Instruction Discussion Group ACRL – LPSS**

The 2003 Midwinter Library Instruction Discussion Group, sponsored by the Law & Political Science Section of ACRL, was expertly moderated by Lorena O'English. The approximately 20 attendees engaged in a lively, interactive conversation centered on several pertinent instruction issues. One of the issues was the relevance of print resources and catalog searching in current information literacy instruction. Another issue was the proactive role of librarians in educating faculty about the necessity of information competency for student success. In addition, the following topics were also discussed: the need to teach the complete research process—from topic selection to locating resources to evaluating resources; the evaluation of library instruction, particularly through the use of bibliography analysis; and the place of federated searching and portals in instruction. Attendees also shared personal experiences and offered their own suggestions. For example, several innovative programs that promote print resource use were described, including one that transfers portions of print reference sources to PDF files, WebCT course pages, or electronic reserves.

*Reported by Lori Critz,  
lori.critz@library.gatech.edu*

### **“One-Stop Searching: Impacts on Information Literacy, Research and the Learning Process”**

#### **RUSA – MARS – Products and Services Committee**

Representatives from ExLibris (Jenny Walker), Endeavor (Sara Randall), and Fretwell-Downing (Matt Goldner) discussed the use of library portal products and their effect on information literacy. Each were asked to address whether the impact on information literacy skills was addressed during the design of the portal products, if and how data was collected to support this phase of the development process, and what aspects of their particular portals enhance information literacy skills. All

the representatives stressed the importance of seamless federated searching – with transparent and easy-to-navigate interfaces – for today's students. Each portal product strives to organize and categorize information and facilitate retrieval from multiple data 'silos' that may or may not be locally owned. The representatives from ExLibris/SFX and Endeavor/ENCompass pointed to usability studies (e.g. focus groups) that steered the development of their products. Results from these studies indicated that users desire the following: (1) searching by predetermined 'research categories' which are based on curricular/research needs, (2) searching by personalized choices, (3) the inclusion of value-added services such as alerts and re-executable searches, (4) the ability to navigate to the native interfaces, (5) linking to available full-text in commercial resources and, (6) local digital content (digital learning objects, courseware, etc.). A case was also made that portals enhance information literacy skills by allowing more efficient and effective use of available resources. This is done by bringing information from a variety of sources directly to the user when and where it is needed, and by augmenting the actual content (e.g. local data sources) that can be made available through one search. Following the presentations, attendees provided comments and asked questions of the presenters.

*Reported by Lori Critz,  
lori.critz@library.gatech.edu*

### **Best Practices in Information Literacy Hearing, ACRL**

Tom Kirk, of Earlham College, chaired the hearing to discuss the document Characteristics of Programs of Information Literacy that Illustrate Best Practices [[www.ala.org/acrl/guides/bestprac.html](http://www.ala.org/acrl/guides/bestprac.html)]. The document is a team effort of the Executive Group and an Advisory Panel of 18 who conducted much of the work via e-mail before the project team met. Ten institutions were part of an invitational conference at ACRL in 2001 to discuss the project. In March 2001 the penultimate draft was produced and sent out to institutions for revision which resulted in a redraft. The current document will be sent through

the various stages for approval by ACRL. The hearing was opened up for questions and concerns from the floor. Issues raised included the theories of developmental learning as the basis of the document, how to conduct assessment and how examples could be given to clarify certain statements. Kirk noted that the next step is to identify institutions in terms of pieces of their programs. In this way examples of the best practices can be highlighted, as long as they are not held as the only examples. Finally, Kirk expects the document to have a fairly short half life because of the dynamic nature of information literacy.

*Reported by Elizabeth Evans,  
lizevans@iup.edu*

### **Hearing, Guidelines for Instruction Programs in Academic Libraries ACRL-Instruction Section**

Sharon Sheehan, chair of the Instruction Section's Policy Committee, presided over the hearing on the Guidelines for Instruction Programs in Academic Libraries. This draft is a revision of the 1993 Guidelines. Sheehan noted that the emphasis in these guidelines is on instruction programs, not information literacy programs. Questions from the audience addressed a number of points including: (1) what is the relation between instruction programs and information literacy programs, (2) the need for the guidelines which would focus on the 5013 Tc 8 0 meS425Tc 0.1389cerffans from the8 on the Gu, i document will bumber of

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**Leading Through Transitions:  
Managing the Evolution Toward  
Information Literacy  
ACRL-Instruction Section**

This discussion was moderated by

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## **Cynthia M. Akers**

Candidate for Vice President/  
President-elect

*Education:* Emporia State University, Department of English, MA, 1986; Emporia State University, School of Library and Information Management, MLS, 1988.

*Present Position:* Head, Information and Instructional Services, University Libraries and Archives, Emporia State University, May 2001-present.

*ALA Activities:* LIRT Conference Program Committee, 1998-2001 and 2001-2003, Chair, 2001.

*ALA Divisions:* ACRL Instruction Section, Planning Committee, 1999 - 2001 and 2001 - 2003.

*State and Regional Library*

*Association Activities:* Flint Hills Technical College, Library Advisory Committee, 1997 - present; Kansas Library Association, Library Instruction Round Table, Secretary, 1999 - 2000; Coordinator, 1995 - 1996 and 1996 - 1997.

*Publications:* "An Introduction to Information Literacy: Definition, Evaluation, Integration" co - authors: Dr. John Gresham, and Terri Summey, scheduled for publication in 2003; "Teaching the Teachers: Library Instruction through Professional Development Courses," co - authors: Nannette Martin and Terri Summey, *Research Strategies*, 17.2/3 (2000): 215 - 21; "Practice What You Preach - And Deliver the Goods! A Comparison of Instructional Technology Systems for One Course, Two Groups", Presenter at Online Northwest 18th Annual Conference, Portland, OR, January 2001.

*Education:* Baylor University, BS (Secondary Education), 1993; University of North Texas, MS (Library Science), 1996; Baylor University, MS

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**Linda K. Colding**

Candidate for Secretary

*Education:* University of Florida, BA (Political Science), 1980; Central Michigan University, MA (Management), 1985; Troy State University, MS (International Relations), 1991; Catholic University of America, MSLS, 1994; University of Alabama, DPA, ABD (anticipated graduation date: Dec 2003).

*Present Position:* Library Instruction Coordinator, University of Central Florida, May 2000 - present.

*ALA Activities:* LIRT Research Committee, Co-chairperson, 2002-04; LIRT Conference Program Committee, member, 2000-04; NMRT Membership Committee, member, 1997-99; NMRT Shirley Olofson Award Committee, member, 1998-99. *ALA Divisions:* ACRL/IS Local Arrangements - 2004.

*Honors, Awards, Prizes, Medals, Citations:* Pi Sigma Alpha (National Political Science Honor Society) 1998.

*Publications:* Colding, L. K. "The Air University Library Web Site" in *The Library Web*, ed. Julie M. Still, 89-94. Medford, NJ: Information Today, Inc., 1997.

*Statement of Concern:* As the Coordinator of Library Instruction, I have experienced firsthand the success of library instruction for students, faculty, and librarians. Sharing those successes is what LIRT is all about. I have also experienced the need for cooperation and communication among librarians instructing in all types of settings. The importance of clear and concise communication is one of the most important functions of the LIRT Secretary. Keeping accurate and precise records of all meetings will facilitate the mission of LIRT. I am honored to be nominated for the position of Secretary and welcome the opportunity to continue to serve LIRT in this capacity.

**Kay M. Stebbins**

Candidate for Secretary

*Education:* BA (Business Education and Library Science) 1971; MLS, 1973, Texas Woman's University.

*Present Position:* Associate Librarian for Reference and Instruction, Noel Memorial Library, Louisiana State University, 1990-present.

*ALA Activities:* Library Instruction Roundtable (LIRT); LIRT Liaisons 1999-2000 (committee member); LIRT Liaisons, Chair, 2000-2002.

*ALA Divisions:* RUSA BRASS: Member, Discussion Group, 2000-2003; Dun & Bradstreet Award for Outstanding Service to Business Communities, 2002-2004.

*Publications:* Reference books reviewer, *American Reference Book Annual*, 1996-present; reviewer, *Louisiana Library Bulletin*, 1999-present; *Reference Quarterly*, one review.

*Statement of Concern:* I have been a professional librarian for over 20 years, working as a school librarian in Oklahoma and Texas and as a business and academic librarian in Louisiana since 1977. I became actively involved with the American Library Association in 1996. I have concentrated my committee work to committees focusing on reference, library instruction and business libraries. In my present position, I am a liaison for the Business, Education Colleges and the Kinesiology, and Military Science Departments.

Slate for LIRT Office

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**Cynthia M. Akers**Candidate for Vice President/  
President-elect

*Statement of Concern:* As a candidate, I want most for LIRT to continue its focus upon practical library instruction and information literacy issues. My conversations with fellow librarians over the years have revealed a common concern: Too often, librarians are thrown into training and instruction with little or no preparation. As a result, our patrons do not

understand the key aspects of information literacy for lifelong learning and we in turn do not understand the patrons' frustration with wading through endless Internet sites in search for the information they need. For these librarians, LIRT is an incredible resource of tips, conference sessions, discussion groups, and general accumulated knowledge about teaching from those who have gone before. I would also want, if elected, to strengthen relationships among ALA-LIRT, the ACRL Instruction Section, and other library associations for public and school libraries.

**Carol L. Schuetz**Candidate for Vice President/  
President-elect

. As changes in our profession occur, one thing remains constant that it takes all types of librarians to educate the public. In a time when more importance is placed on electronic media and quick delivery, we shoulder even more of the burden for educating patrons. LIRT is the pipeline that connects all of us whether we are public, academic, school or special librarians and it allows for the flow of ideas and support between us. It is my wish to support this ideal in whatever capacity I may serve. I encourage the participation of all librarians. In LIRT, it is our diversity, which makes us great organization that we are.

**Janet E. Sheets**Candidate for Vice Treasurer/  
Treasurer-Elect

Prospect" (co-author)  
RQ 20: 359-365, 1981.

*Statement of Concern:* In this new electronic environment, instruction needs have increased for users in all libraries. LIRT is the one organization in ALA that strives to address the instruction concerns of all librarians: academic, public, school and special. All librarians who are teachers have much to learn and to teach each other. I enjoy working with the members of LIRT and appreciate the openness of the organization. I would be honored to serve LIRT as Vice-Treasurer Treasurer-elect.

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## 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.

#### **Liaison**

Attends and reports to LIRT Steering Committee and members about committees within ALA involved in library instruction activities. Distributes to con-

Dear Tech Talk—

In the library, we see more and more people using Palms or some other kind of personal digital assistant (PDA). Consequently we have started thinking about how we could provide services to library clients with PDA's and how we, as library personnel, could make more use of PDAs in daily work activities. What possibilities might exist for handheld devices in libraries?

-- Persistent PDA Proponent

Dear PPP—

In presentations, information technology consultant, Joan Frye Williams states that she finds ideas for improved services in libraries by looking at how technologies are being used outside of libraries – in the “real world”, so to speak. PDAs are certainly becoming very prevalent in the “real world”, especially in the world of business. So, using Ms. Williams' philosophy, it would seem that examining the potential of PDAs in libraries would be very appropriate. As it is, only recently have library staffs begun to consider the potential of these tools for delivering library services or for assisting staff in their work.

Medical libraries are at the forefront of this movement. Why? According to Jean Shipman and Andrew Morton, PDAs “are small, portable, mobile, personal and c(world”oyew M7U2C1J 0.001e0.0081 Tc 03.5 Tw T\* (223are e smtmallu848 7.men d 0.0.91 -1.04t7c 0.sTsentat\* (of

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Another potential use of PDAs is by instruction librarians. They could place presentations on some types of PDAs and easily transport the presentation anywhere they needed to go. Using an accessory like "Presenter-to-Go" (marketed by Margi) they could connect their PDA to a projector and be off and running. Instruction librarians could also offer seminars or create guides on the effective use of PDAs. Perhaps, in the not so distant future, instruction librarians will even be able to "beam" tutorials, assignments, or other elearning objects from their PDAs to the students' PDAs, using the infrared technology?

Below are examples of PDA services offered by some libraries:

€ Arizona Health Sciences Library – <http://educ.ahsl.arizona.edu/pda/>

PDAs for Health Care Providers  
€ Cleveland Public Library – <http://www.cpl.org/>

Will be offering an ebook collection of best-selling titles on a wide variety of PCs, notebooks, tablet PCs, and PDA devices

€ Duke University Medical Center Library – <http://www.mclibrary.duke.edu/respub/pdaformat/>

An example of using AvantGo to provide files for PDAs

€ Golden Gate University – [http://internet.ggu.edu/university\\_library/pda.html](http://internet.ggu.edu/university_library/pda.html)

Library guides made available for display on PDAs

€ Indiana State University – <http://library.indstate.edu/mercury/handheld.html>

Provides a check-out program for expansion devices for a variety of PDAs

€ University of Alberta – <http://www.library.ualberta.ca/pdazone/index.cfm>

PDA services, resources, and guides provided by the library.

€ University of Kentucky Medical Center Library – <http://www.mc.uky.edu/medlibrary/webographies/PDA.htm#Libapps>

some library applications for PDAs

€ University of St. Thomas – <http://www.stthomas.edu/libraries/keffer/services/palm/palminfo.htm>

Another example of using AvantGo to provide files for PDAs

Once the library staff starts experimenting with PDAs, they should keep current and exchange ideas with others. Use some of the following resources:

€ pdalibraries group at Yahoo – <http://groups.yahoo.com/group/pdalibraries>

You must establish a free Yahoo membership to join Yahoo groups.

€ libraries-pda@listserv.arizona.edu – <http://www.lsoft.com/scripts/wl.exe?SL1=LIBRARY-PDAS&HLISTSERV.ARIZONA.EDU>

€ The Handheld Librarian: Librarians Sharing News, Applications, and Ideas of Interest with Others Working with Handheld Computer Technology: <http://www.handheldlib.blogspot.com/>

€ PalmInfoCentre – <http://www.palminfocentre.com/>

Use this site to keep abreast of current news regarding handheld devices.

€ pdaED.com – <http://www.pdaed.com/>

Returning to Joan Frye Williams, consider her list of reasons for pushing the use of a particular technology: "It solves a known problem; Your users want it; Your staff want it; You saw it in Business Week; You saw it in USA Today; You saw it at the grocery store; Your kids know how to use it; Your Mom knows how to use it; It won't take much time or effort to show results; It sounds like fun."

Likewise, consider her list of reasons for abandoning or not pursuing the use of a technology: "You can't explain exactly how it contributes to improved service; You can't staff it; You can't expand it; You can't network it; You

can't secure it; You can't rely on it; You can't get spare parts for it; Your users complain about it."

After experimenting with PDAs in specific library settings – allowing sufficient time for the capabilities to evolve, library staff should be able to make some determinations as to whether PDA technology should be pursued or abandoned.

Selected PDA Service Providers

€ AvantGo – <http://www.avantgo.com>

Web-based resource that provides "channels" from which information formatted for PDA devices can be placed and downloaded to (using synchronization functions) and viewed off-line from PDAs. Channels are available at no cost for 8 or fewer subscribers; for more than xx users, there is a charge for the service.

€ Handango – <http://www.handango.com/>

Provides a large selection of software for handheld devices.

€ Handheld Education.com – <http://www.handheldeducation.com/>

Includes specially selected software downloads, reviews of products and information on how teachers and students can maximize the use of handheld computers for teaching and learning.

€ Handmark – <http://www.handmark.com/> Tw 2 0 Td (Handmark –) students can maximize the

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**LIRT TLT Committee:**  
**Teaching, Learning, and Technology Committee.**

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A versatile document reader for  
Palm OS, Pocket PC, and  
Windows CE Handheld PC

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## Nominations Requested For LIRT's 2004/2005 Officers

*Please return by 7/31/03*

LIRT is asking for your nominations for three offices:

Vice-President/President-Elect  
Vice-Treasurer/Treasurer-Elect  
Secretary

Officers must be able to attend all ALA Midwinter and Annual Conferences for the duration of their commitments. Candidates must be current members of LIRT and have served for at least one year on a LIRT committee. The terms of these offices are:

**Vice-President/President-Elect** serves a one year term as part of a three year commitment to the Executive Board as Vice-President/President-Elect, President, and Past President.

Name of Nominee for Vice-President/President Elect

Nominee's Institution:

Comments:

**Vice-Treasurer/Treasurer-Elect** serves a two year term as part of a two year commitment to the Executive Board as vice-Treasurer/Treasurer-Elect and Treasurer. A third year is served as chair of the 5-Year Financial Planning Subcommittee and member on the Long Range Planning Committee.

Name of Nominee for Vice-Treasurer/Treasurer-Elect:

Nominee's Institution:

Comments:

**Secretary** serves a one year term.

Name of Nominee for Secretary:

Nominees Institution:

Comments:

*Please return this form to:*

*Lori Critz, Co-Chair, LIRT Elections Committee*

## Can you lend LIRT a hand?

### Sign up to be a LIRT Booth Volunteer!

We need friendly faces to meet & greet those who will be stopping by the LIRT booth in Toronto. Pick a time that you're free and send your name and contact information to :

Linda J. Goff, Head of Instructional Services, Library 2021  
California State University, Sacramento  
2000 State University Drive, East  
Sacramento, CA 96819-6039

(916) 278-5981      FAX (916) 278-5661      [ljgoff@csus.edu](mailto:ljgoff@csus.edu)

	9-11 AM	11-1 PM	1-3 PM	3-5 PM
Saturday, June 21				
Sunday, June 22				
Monday, June 23				
Tuesday, June 24				

\*Exhibits close at 4 PM on Tues. Please indicate if you can help pack up the booth.  
You don't have to be a LIRT member to participate, so please bring a friend!

LIRT's 25<sup>TH</sup> @your library  
Library Instruction Round Table News  
c/o Lorelle Swader  
American Library Association  
50 E. Huron Street  
Chicago, IL 60611