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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

March 2005 volume 27 no.3

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From The Vice President

Carol Schuetz, Carol_Carson@baylor.edu

Hello to everyone! I hope by now spring is starting to creep

The Latest Generation

By Jeanne Holba-Puacz jpuacz@vigo.lib.in.us

Millennials, Echo Boomers, Generation Y, whatever you call them, the fact remains that they are the latest generation of adult learners. Many of us are finding that traditional library instruction classes do not meet the needs of these students. How can we reach them? Here are a few possibilities:

Be Prepared: Try to capitalize on the opportunities when a Millennial asks for help. Be ready to give "mini" classes on the fly on topics such as database usage, evaluating information, and searching the catalog.

It's Electric: Millennials live in a 24/7 wired world and the regular hours of most libraries do not mesh with their on-demand mindset. Be sure to make as many of your library's resources as possible available on the library website - the 24/7 branch library. Don't just offer remote access to resources, offer remote access to instruction, too! Include thorough usage instructions, offer online reference help, improve the help screens, do whatever you can to make your resources usable and understandable at the point of need.

Hit the Road: If you can't get Millennials to the library for instruction, take the instruction to them! Partner with schools, clubs, teams, businesses, etc. to offer brief classes to this generation on its home turf. If you can reach them, even briefly, in any of these settings, they will be far more likely to return to the library, in person or electronically, for additional help in the future.

Energy and Enthusiasm!

As the reports and articles for this issue of LIRT News “poured in”, I found myself reflecting on the activities of LIRT over the past few months, especially since the Planning Retreat in San Diego. To refresh my memory, I decided to reread several past issues of the newsletter. The words energy and enthusiasm kept coming to mind as I read. These characteristics were certainly evident at all LIRT meetings and activities at Midwinter. The cold winter weather did not dampen the enthusiasm of LIRT members and perhaps the brisk walks along Boston’s snowy streets energized us. The meeting rooms were buzzing with activity as committees met, shared ideas, and planned for the future.

This issue of the newsletter is a reflection of the energy and enthusiasm of LIRT members. Rather than take up valuable newsletter real estate with this column, I will simply say “Thank You” to each of you for sharing your energy and enthusiasm with LIRT. Please check out the LIRT News on the Web <<http://www3.baylor.edu/LIRT/lirtnews/>> for the complete content of this issue.

See you in Chicago!
Caryl

Teaching, Learning, and Leading: Key Roles for Librarians in the Academic Community will be the topic of the ACRL/IS program in Chicago.

Maryellen Weimer, author of the enjoyable and provocative book *Learner-Centered Teaching: Five Key Changes to Practice* and professor of Speech Communications at Berks Lehigh Valley College of Pennsylvania State, will facilitate a nuts and bolts session entitled “Teaching, Learning, and Leading: Key Roles for Librarians in the Academic Community” at the ACRL Instruction Section program at the ALA Annual Conference in Chicago this summer.

Dr. Weimer challenges teachers to make deep and meaningful changes in five aspects of the classroom environment to promote learning. Instructors change the balance of power by sharing decision-making with students about key course components. Weimer shares the story of her own adventures in introducing a syllabus with a “cafeteria” of assignments with designated point values. The students in this introductory communications class could opt to do as many or few of the assignments as they wished, dependant on the grade they desired. This approach shifts both some of the power over key decisions and also much of the responsibility for learning, another key area for change, to the students. She uses the metaphor of leading a horse to water. While the teacher can hardly make the students drink from the well of knowledge, they might be able to salt the oats, as it were, to make the water attractive or even necessary for the students. This role of the teacher as a facilitator rather than a leader is another key area for change. The function of content must also change to inspire learning. Weimer explores the assumption that the teacher must “cover”

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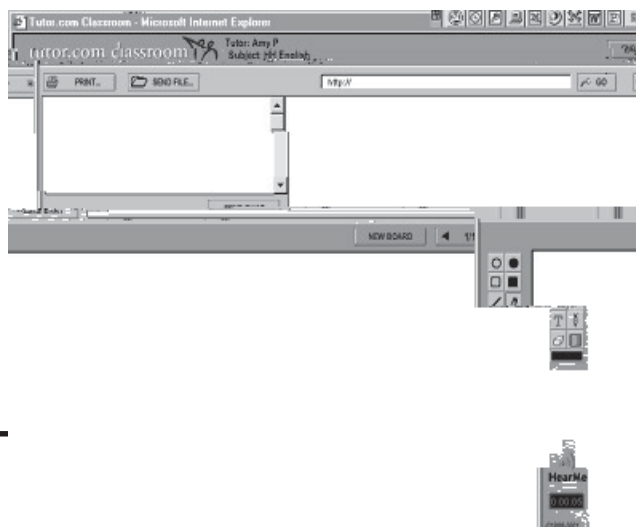
Homework Help: Online at the Free Library of Philadelphia

LEAP, the after school program of the Free Library of Philadelphia, has used technology to enhance the after school educational experience since 1992. The mission of the LEAP after school program is to provide homework assistance, technology access, training and support, library skills, and multi-cultural enrichment programs for children and teens in grades 1 to 12. LEAP provides consistent professional assistance at 54 agencies through a team comprised of the After School Leader (ASL), three high school students employed as Teen Leadership Assistants (TLAs), Adult and Children's Librarians and the other library staff. LEAP also employs former TLAs as Associate Leaders, to mentor and train branch TLAs and to provide programming and technological support.

All ASLs and TLAs receive mandatory training; including training on the library's networked PCs. The ASLs and TLAs assist thousands of students across many grades and subjects. In July 2002, the Free Library of Philadelphia entered into a partnership with Tutor.com (www.tutor.com) to provide online homework help for the LEAP after school program. LEAP Online was piloted at fifteen branches throughout the city from October 2002 through June 2003, during the LEAP after school program hours. Due to the popularity of the pilot project, LEAP Online was expanded to the remaining 40 branches. Note: As of July 1, 2004, LEAP Online was renamed "Homework Help Online."

Students who have a question about solving a trigonometry problem or formulating a thesis statement for an English essay can be referred to the Homework Help Online website and connected with a tutor who can walk them through finding the solution to their

Tutor.com provided training for Free Library staff in The Office of Public Service Support (TOPSS). TOPSS worked with Tutor.com to develop a training model. TOPSS staff conducted on-site and Tech Lab trainings for library staff. Classes included live sessions on Homework Help Online. Homework Help Online utilizes chat-like and interactive white board technology. Since many staff members were unfamiliar with that technology, they were coached using examples gathered from students. The Free Library also developed a PowerPoint presentation for training purposes, which was shown to a variety of groups, including School District of Philadelphia teachers. Presentation boards were also developed for use on outreach occasions when internet connections were not be available.



Screen for Homework Help Online

Homework Help Online "Classroom"

Training was an important component of the project's success. Tutor.com provided materials and support for an intense training effort by The Office of Public Service Support (TOPSS). Librarians, ASLs and TLAs held at least one monthly program on using Homework Help Online for students at their branches.

How Homework Help Online Works

Free remote service is available via the Free Library of Philadelphia website www.library.phila.gov seven days a week, from 2 p.m. through 11:00 p.m. Eastern time, and from all library PCs after 2 p.m. during library hours. Spanish-speaking tutors are available Sunday through Thursday from 2:00 p.m. - 10:00 p.m. (No library card number or pin required)

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Member A-LIRT

By Deb Biggs Thomas, dbiggs@wccnet.edu

Elizabeth Evans

Liz Evans must be a woman with boundless energy! She is also well traveled and in more ways than one! Having done her baccalaureate work in England at the University of Birmingham in Late Medieval and Early European History, she went on to get a graduate teaching certificate from the University College of Wales at Aberystwyth. She taught history to secondary school students in England before coming to America with her husband, a Ph.D. biochemist. In the United States, Liz's academic ports of call with her husband started off in Indiana, California, Canada, Ohio and finally Pennsylvania where they landed in Pittsburgh. It was at the University of Pittsburgh that she received her MLS as well as a MA in History.

Liz's first job at the University of Pittsburgh was as a reference/instruction librarian; library instruction remained a major component in two subsequent positions at the University until she accepted the job of Associate Dean of Libraries at Indiana University of Pennsylvania. In her words, "after nearly three years of a daily commute of 125 miles and over 80,000 miles on my vehicle, I accepted my current job as Director of the Point Park University Library. Now my commute is about 20 minutes by public transport."

Liz has enjoyed all her jobs crediting her school teacher past in making her gravitate to instruction positions where she could interact with students and use her teaching skills.

Liz feels that Middle States Accreditation is "driving university attention to information literacy." Working with the faculty to help students "get it" is a key element in the process. She says, "if they don't have the skills, we gently show them; if they do have some skills, we refine and expand them." LIRT is the obvious choice according to Liz, for librarians working in instruction; she has been a member since 2001. Liz currently serves on the Liaison Committee which reports on other ALA groups engaged in instruction/information literacy efforts.

Lest you think Liz has had nothing to do in her spare time, she has raised (along with her husband) 4 children all of whom are in college or graduated. The kids did leave her with, as she puts it, "three crazy Pembrokeshire corgis who live to eat" as well as a rabbit, guinea pig and gerbil. Liz and her husband have determined that they'll never be able to retire!!

Tech Talk continued from page 18

[http://
www.diglib.org/pubs/dlfermi0408/](http://www.diglib.org/pubs/dlfermi0408/)

[http://www.clir.org/pubs/reports/
pub99/contents.html](http://www.clir.org/pubs/reports/pub99/contents.html)

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Join us for BITES with LIRT in Chicago, Illinois June 25-26-27, 2005

Once again, LIRT is organizing groups for lunch at modestly priced restaurants during the ALA Annual Conference in Chicago. This is your opportunity to meet and eat with other librarians interested in library instruction.

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. The local arrangements group will help us pick the restaurants and as soon as the selection is made we will be post details and maps on the LIRT website <<http://www3.baylor.edu/LIRT/>>. Enjoy a stimulating and fun lunch with LIRT—good food, good company, and interesting conversation. We will make the arrangements; all you have to do is reserve your spot and show up! Deadline is June 16, 2005. Confirmations will be sent by e-mail.

Send requests for reservations to: ssc@lib-mail.humboldt.edu
Sharon Chadwick, Science Librarian
The Library, Humboldt State University, One Harpst St.
Arcata, CA 95521-8299 (707) 826-4955 (w) (707) 826-4900 (f)

BITES REGISTRATION FORM

Name: _____

Institution: _____

Phone: _____

E-mail : _____

Join us as many times as you'd like. Please mark your preference(s) below:

Saturday, June 25, 2005, 12:30 p.m.

Sunday, June 26, 2005, 12:30 p.m.

Monday June 27, 2005, 12:30 p.m.

Are you a LIRT member? yes _____ no _____

Would you like to join LIRT and become active in a committee? yes _____ no _____

Restaurant information will be added once final arrangements have been made.



ALA Council met for several sessions during 2005 Midwinter in Boston. Here are the highlights:

COUNCIL INFORMATION SESSION

- ☒ ALA President Carol Brey-Casino discussed her activities during the first half of her tenure. A highlight of her year was her efforts on behalf of the School of Library and Information Studies at Clark Atlanta University.
- ☒ President-elect Michael Gorman announced that his Presidential Initiative would focus on Library Education.
- ☒ Executive Director Keith Michael Fiels outlined several ALA activities in his report to Council.
 - ALA Strategic Planning is progressing. The draft plan was discussed in sessions throughout the Mid-winter conference. There will be opportunities ALA members for their input. It is expected that the plan will be up for approval at Council at the annual conference.
 - Following the success of last year's election process, ALA will hold its 2005 election electronically.
 - Work is proceeding on the purchase of new offices for the ALA Washington office. The purchase is expected to be completed in early February.
 -

ALA/APA INFORMATION SESSION

- ? ALA/APA President Carol Brey-Casino reported that she has made appointments to two key committees on certification and work is underway to promote ALA/APA.

COUNCIL I:

- ☒ The Freedom to Read Foundation made its report to Council and noted the sudden passing of Gordon Conable, President of the foundation.
- ☒ A resolution changing the minimum number of Council candidates nominated by the ALA Nominating Committee was passed by Council. This will give the Committee more leeway when selecting candidates to run; instead of producing 33 or 34 candidates, the pool may now, if the Committee wishes, more closely match the number of vacant seats.
- ☒ After much discussion, a resolution concerning ALA's position regarding the closing of libraries in Salinas, California was postponed to a later session.

Library Workers and to change the charge and composition of a Standing Committee on all Rural, Tribal and Native Libraries were passed. A resolution to establish a standing committee on ALA Scholarships was referred back to the committee for clarification and review.

- Ⓔ The resolution concerning ALA's position regarding the closing of libraries in Salinas, California was passed by Council.

This was a productive conference and a productive year. In addition to my Council activities, I was appointed to chair

Conference Committee Reports

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Newsletter

Caryl Gray (cegray@vt.edu), Chair

The committee meeting focused on filling the positions of newsletter editor/committee chair and newsletter production editor either prior to or by the end of Annual in Chicago. Jeffrey Knapp expressed interest in the position of newsletter editor. He will "look over" Caryl Gray's shoulder as the March issue is prepared for publication.

Nominations, Organization & Bylaws

Lori Critz (lori.critz@library.gatech.edu), Chair

The slate has been finalized for the 2005 election and submitted to ALA. Candidates were reminded that their biographical information and statements of concern were due to ALA by the end of January.

Public Relations/Membership

Linda Lambert (lambert@taylor.edu), Chair

The committee discussed low attendance at Bites With LIRT on Mondays during Midwinter and decided to monitor numbers in the future. Deb Biggs Thomas and Linda Lambert will select the restaurants for Bites in Chicago and Sharon Chadwick will be in charge of the registration.

Assignments for the Member A-LIRT column were made: Linda Lambert (February 15, on Caryl Gray), Susan Silver (April 15, on Amy Wallace), Susan Metcalf (July 15, on Carole Burke), and Gale Burrow (September 15, on Eileen Stec).

The theme of the Membership Fair will be "Transitions to College." Giveaways are being investigated by all members, including publications from Marilyn Whitmore, LIRT stickers, brochures, etc. Substantially revising the brochure for the event was discussed along with the many logistical issues.

Teaching, Learning, & Technology

Vibiana Bowman (bowman@cadmen.rutgers.edu) and Eileen Stec (estec@rci.rutgers.edu), Co-chairs

The committee continues to collaborate with the Conference Planning Committee to develop a proposed Technology Showcase program for Annual 2006. Assignments for newsletter articles for the coming year were made.

Transitions to College

Ashley Robinson (axr23@psulias.psu.edu), Chair

The committee met with the Conference Program 2005 Committee. Sue Sykes Berry reported on the Round Table Coordinating Assembly she attended that focused on avoiding IS/LIRT scheduling conflicts at ALA 2007. She led a lively discussion about our program for the annual conference in June, which will consist of a panel discussion by specialists in high school, community college, and academic libraries about ways to smooth transitions for students. Information literacy and multi-cultural and diversity issues will be considered, and generational, assessment, and technology threads will run throughout the discussion. Possible speakers, topics, and themes were identified by the group.

Non-LIRT Meetings at ALA 2005 Midwinter Conference Boston, MA

ACRL- LPSS Bibliographic Instruction Discussion

Session January 16, 2005, 9:30 am – 11:00 am

The LPSS (Law and Political Science Section)

Bibliographic Instruction Discussion Session served to launch the "Political Science Research Competency Guidelines" developed by the LPSS Education Task Force. Approximately 30 attendees responded to the questions posed by the Task Force. Response was divided on whether it was better to follow the ACRL information literacy competency standards or follow a more limited document that would focus on political science needs. Many preferred the latter, especially if it were a document that maps the unique needs of political science research. A further discussion ensued around the need for a rubric to accompany such a document that would delineate between lower and higher level research skills. When asked if such a document would be useful and what else could be done to make it happen, attendees suggested that the Task Force should add examples for interdisciplinary work, including pointers on how best to collaborate with faculty to achieve these goals. It was also suggested that the document have less library jargon. Finally, in response to the question "how do we launch this document?", it was suggested that the document be disseminated in Word format. This would allow for customization to the needs/values of a particular institution. The Task Force concluded the session by thanking attendees, and indicating they would be making some revisions in the document, then seeking faculty input in the near future.

Summary by Lori Critz. LIRT Liaison Committee

LAMA-MAES Measurement, Assessment & Evaluation

Section – All Section Meeting / SAILS –

Overview of Project for the Standardized Assessment of Information Literacy Skills

January 16, 2005, 9:30 am - 12:30 pm

Chair Debbie Nolan welcomed everyone to the all section meeting of LAMA-MAES. The participants broke into two committees, UMDLP (Using Library Data for Planning Committees) and DCLM (Data Collection for Library Managers). Each group finalized the Annual Program that will take place on Sunday, June 26, 2005. Joe Salem reported that UMDLP had confirmed one speaker and is considering two more for the panel "Got Data, Now What?: Analyzing Focus Groups and Usability Study Results." The panel would discuss how to analyze focus groups and usability studies using qualitative research and translate the analysis into critical issues for strategic planning and accountability reports. Lilith Kunkel stated that DCLM's panel, "Making Data Come Alive: Crafting a Strategic Message for Transforming the Library Program Proposal 2005-2006," would consist of three speakers. They would focus on different data sets and scenarios to convince public and academic library staff to adopt long range strategies for transforming their libraries. Carolyn Radcliff and Joe Salem closed the meeting with their presentation

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Slate For LIRT Office, 2004-2005

VIBIANA BOWMAN

Candidate for Vice-President/President-elect

Education: Drexel University, MLS, Information Science, 1981; LaSalle University, BA, Elementary Education, 1978.
Current Position: Reference Librarian, Rutgers Universities Libraries, 1998-present.

Previous Positions: Reference Librarian (Part time), Rutgers University Libraries, 1996-98; Manager Information Services, TeleSciences Data Systems, 1981-83; Associate Information Analyst, PRC/Information Sciences Company, 1980-81; LEXIS Representative, Mead Data Central, 1979-80.

ALA Activities: ACRL: Chair, Chapters Council, 2004-05; ALA-LIRT: Chair, Teaching, Learning, and Technology Committee, 2003-05; Member, Teaching, Learning, and Technology Committee, 2002-05; ACRL: Vice Chair, Chapters Council, 2003-04.

State and Regional Library Association Activities: New Jersey (NJ) ACRL: Past President, 2003-04; NJ ACRL: President, 2002-03; NJ ACRL: Vice President, 2001-02.

Membership in Other Professional and Related Organizations: Mid-Atlantic Popular/American Cultural Association, 2004-Present; Beta Phi Mu Honor Society, 1981-Present.

Awards and Honors: Beta Phi Mu International Library and Information Studies Honor Society, 1981.

Statement of Concern : I believe that the main role for librarians in the immediate future will be that of the information "guru," i.e., as an instructor for students, researchers, and community members at large on how to sort through the constant stream of information available 24/7. My areas of research and writing, and my conference presentations, are based on topics that reflect this concern: Bibliographic Instruction, Community Outreach, Web Accessibility, Educational Web Design, and Information Ethics. I am very concerned about information literacy, especially web literacy. As librarians we have the opportunity to teach our users and patrons that research skills represent a different set of competencies than computer skills. I believe that librarians can make a real contribution to our society by promoting critical thinking skills and fostering intellectual curiosity in the public that we serve.

Candidates for Secretary

AMY ELIZABETH WALLACE

Candidate for Secretary

Education: San Jose State University, MLIS, 1996; San Diego State University, MA - History, 1995.

Current Position: Head of Public Services and Outreach, California State University, Channel Islands, 2003-Present.

Previous Positions: Assistant Department Head for Reference, Instruction and Outreach, University of California, San Diego, 2002-03; Reference/Instruction Librarian, Libraries of the Claremont Colleges, 1997-2001.

ALA Activities: LIRT: Secretary, 2004-05; LIRT: Chair, Teaching, Learning, Technology Committee, 2001-03; ACRL-IS: Member, Education Committee, 2000-02; ACRL-WSS: Member, Collection Development Committee, 1998-2002; LIRT: Member, Computer Applications Committee, 2000-01.

State and Regional Library Association Activities: American Society for Information Science and Technology: Deputy Chapter Assembly Director, 2004-05; American Society for Information Science and Technology: Past Chair/Awards Chair, Los Angeles Chapter, 2003-04; California Academic and Research Libraries: Secretary, Southern California Instruction Librarians, 2002-04; American Society for Information Science and Technology: Co-Chair, Los Angeles Chapter, 2002-03; American Society for Information Science and Technology: Member, Education Committee, 1998-2003; American Society for Information Science and Technology: Past Chair/

JOHN ALLAN CICALA

Candidate for Secretary

Education: University of Michigan, MIS-Library & Information Studies, 1998; Indiana University-Bloomington, Ph.D. (Folklore & American Studies), 1995; Wayne State University, MSLS (Archiving), 1980; Wayne State University, MA (Communication), 1971; Wayne State University, Ph.B. (Social Science Studies), 1970.

Current Position: Instructional and Special Collections Librarian, Mount Saint Mary College, 2001-present.

Previous Positions: Coordinator of Bibliographic Instruction, Texas A&M University-Kingsville, 1999-2001; Special Project Archivist, Burton Historical Collection, Detroit Public Library, 1997-99; Ethnographer, City of Detroit, 1980-97; Folklore Archivist, Indiana University, 1977-80; Folklore Archivist, Wayne State University, 1973-77; Anthropology and English Instructor, Detroit Institute of Technology, 1972-73; Anthropology and English Instructor, Shaw College, 1971-72.

ALA Activities: NMRT: President's Committee, 1999-i0 Tw Information S LibrarianRelT

Non-LIRT Meetings

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“Steering a New Course with Project SAILS.” They discussed how the SAILS initiative answered three major questions concerning information literacy: does information literacy make a difference to student success?; does the library contribute to information literacy?; and how do we know if a student is information literate?

Summary by John Allan Cicala. LIRT Liaison Committee

ACRL – Instruction Section

ACRL-IS Teaching Methods Committee

January 16, 2:00 p.m. – 4:00 p.m.

This session was devoted to discussion of Standard V of the ACRL Information Literacy Standards. Groups were asked to brainstorm and present reports on the following questions: plagiarism, prevention and detection – defining the librarian’s role; copyright – how do we help students understand its importance; free versus fee-based access and how to engage the university community in Standard V? General consensus was that librarians can provide instruction about what is plagiarism but that prevention (other than through instruction) and detection are not appropriate roles for librarians; librarians can inform library users on how to observe copyright; and finally, opinions varied on fee-based access—from “fee-based access rules” to “go with the Google flow”(teach the students to be selective in their web resources and not condemn free access as totally worthless). Attendees concluded that we can engage the university community through outreach to faculty, providing instruction virtually and in person.

Summary by Elizabeth Evans. LIRT Liaison Committee

ACRL-IS Midwinter Discussion Forum

Co-sponsored by the Research & Scholarship Committee and the Education Committee

January 16, 4:30 pm – 5:30 pm

Panelists were Thomas G. Kirk, Jr., Library Director & Coordinator of Information Services, Earlham College, Amy E. Mark, Coordinator of Instruction & Assistant Professor, University of Mississippi and Polly D. Boruff-Jones, Professional Programs Team Leader, Indiana University-Purdue University Indianapolis. The moderator was Christopher Hollister, University at Buffalo.

Panelists discussed the annual National Survey of Student Engagement [NSSE], an assessment tool used to measure student engagement which is closely linked to teaching and learning practices. Mark and Boruff-Jones have published an article in C&RL [November 2003] where they looked at five benchmarks to see if there was a link with information literacy. They correlated Bloom’s Taxonomy with the ACRL Information Literacy Standards. They suggest that relationships need to be promoted between librarians and students to see if areas of weakness can be helped by information literacy – there are great opportunities for campus collaboration. However, it is not possible to link Standard V with the NSSE because of the current nature of the survey’s questions. Kirk talked about the difficulties associated with using a survey like NSSE because of the complex nature of the Information Literacy Standards – there are 87 outcomes for the standards. SAILS attempts to assess information literacy

and ETS has come on board with their ICT Literacy Assessment tool, currently in beta testing. Visit their website at ets.org/ictliteracy to see a sample of the test.

Summary by Elizabeth Evans. LIRT Liaison Committee

ACRL-IS Management of Instruction Services Committee Discussion

“Teachin’ the Teachers: Providing Effective Training and Professional Development Programs for Instruction Librarians” Bright Ideas Discussion Session
January 16, 2005, 9:30 am -11:00 am

How do you make sure your colleagues are provided with ample development and training opportunities in regard to instruction? This was the central question at the “Teachin’ the Teachers” bright ideas session. Participants were broken into ‘expert’ groups to share ideas on one of four scenarios: “Training New Instruction Librarians”; “Providing Incentives for Becoming a Better Teacher”; “Ensuring High-Quality Teaching”; and, “Providing Constructive Teaching Evaluations.” Participants then returned to their original groups to share their expertise. The “New Instruction Librarians” experts communicated the importance of having a good training plan that includes reading materials, opportunities to observe other good instruction librarians, role playing, and peer coaching. They also suggested conducting mini-Immersion and providing funds for conferences/workshops. Experts from “Providing Incentives...” suggested a consideration of lighter workloads for those involved with instruction, that IL instruction be included in job descriptions, and that administrators convey the importance of instruction. Finally, the “Teaching Evaluations” experts discussed techniques such as informal peer sit-ins, developing a peer-coaching rubric, and creating a common list of best practices in teaching. Other ideas were generally discussed: team new and veteran teachers together for team-teaching or shadowing; write clear objectives for each instruction session; and, offer coaching in voice and presentation methods and active learning techniques.

Summary by Erin L. Ellis. LIRT Liaison Committee

ACRL Pre-conferences

“Getting Teacher/Faculty Attention for Information Literacy (IL): New Practical Approaches”

January 14, 2005, 8:30 am -12:00 pm

Presenters Esther Grassian and Eleanor Mitchell of UCLA discussed a variety of ways to begin conversations and collaborations with teachers or faculty. First, they suggested that librarians identify goals for administrators, faculty, and students. Also, librarians need to make a list of the current or possible types of IL sessions that are available. Once these are done, librarians could then identify opportunities—scan the environment and devise a strategy for making a pitch to selected areas or departments—and develop brief and persuasive talking points that will be the ‘hook.’ Grassian and Mitchell suggested that a syllabus review can provide several advantages because instructors pay attention to these. They stressed that such a review should list IL assignments as ‘possibilities’ or as ‘IL enhancements.’ Librarians need to be familiar with learning objectives and outcomes to be effective in syllabi review and to ensure

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Check These Out!

As the Check These Out columnist, I am pleased to review recent literature on information literacy and library instruction. The articles reviewed in this column focus on the importance of information literacy initiatives in school, public, and academic libraries. What are some innovative techniques for communicating information literacy concepts? How can current information literacy standards be improved? What impact does information literacy have on a global scale? Check these out, and enjoy!

Brier, D.J., & Lebbin, V.K. (2004). "Teaching information literacy using the short story." *Reference Services Review*, 32 (4), 383-387.

Brier and Lebbin illustrate how and why librarians should use literature to teach information literacy concepts. Stories can illustrate the importance of lifelong learning. Good stories are engaging and memorable, and, consequently, have an abiding impact on students. The brief length of short stories also makes them more accessible to students. The authors also discuss various methods for identifying appropriate short stories, including (among others) using Short Story Index, reviewing anthologies, and Internet searching. Brier and Lebbin also assert that stories should be linked to specific standards, indicators, or outcomes from the ACRL (2000) Information Literacy Competency Standards for Higher Education. The authors also provide examples of discussion questions and other active learning activities that can be used to focus and engage students.

Cahoy, E. S. (2004). "Put some feeling into it! Integrating affective competencies into K-12 information literacy standards." *Knowledge Quest*, 32 (4), 25-28.

Cahoy states that while information literacy standards (such as those of AASL and ACRL) have a cognitive skills emphasis, affective skills (which relate to motives and feelings) should be included as well, particularly since college students often experience considerable library anxiety. While secondary students do not typically experience such anxiety to the same extent as college students do, it is nevertheless important to take affective skills into consideration in order to prepare students effectively for doing research at the university level. The author points out that the University of Hawaii Libraries incorporated affective skills into their standards for developing general library instruction competencies; the standards emphasize the need to develop both emotional and cognitive skills. Cahoy emphasizes the importance of Kuhlthau's "Information Search Process," since this helps students organize their feelings and thoughts during each stage of the research process. Various activities can help students organize their thoughts, such as journal writing, small group discussions, and individual consultations with a librarian. Also, in order to prevent university library anxiety, some high schools have cooperative borrowing programs so that their students can utilize (and begin to demystify) the resources available at local colleges and universities. The author also states that university libraries should

foster positive attitudes about the library by organizing engaging activities; for example, the Penn State University Libraries host a huge open house party for students.

Fitzgerald, M.A. (2004). "Making the Leap from high school to college: three new studies about information literacy skills of first-year college students." *Knowledge Quest*, 32 (4), 19-24.

Fitzgerald reports the findings of three research studies specific to undergraduate information literacy. The author asserts that school library media specialists should be aware of such studies in order to tailor their programs to prepare students for college. One study surveys California college faculty (from various academic departments) to determine what skills they expect students to have upon starting their university studies. Such skills noted include (among others) finding information on the Internet, conducting research, and the ability to read critically. The California study also emphasizes the importance of "habits of the mind" (e.g., intellectual curiosity and openness to new knowledge and inquiry). The author summarizes another report on what students need to know to achieve success at the university level. Unlike the California survey, the second report is discipline specific. Yet, the two documents yield similar findings: both emphasize the importance of "habits of the mind," and finding and evaluating information in various formats (including online). Fitzgerald also summarizes the findings of a third study, which measures the information literacy skills of incoming California college students. A particularly significant finding was that fewer than half of the 34,000 students surveyed had confidence about their information-seeking skills. Based on the findings of each study, the author makes several recommendations, such as (among others): school library media specialists should make sure that students are comfortable with virtual library collections, as well as physical ones; they should collaborate with public and academic librarians in order to determine effective strategies for preparing students for the university; they should make an effort to include all students in media programs; and they should work with students to formulate questions in response to what they read.

Gibson, C. (2004). "Information literacy develops globally: the role of the National Forum on Information Literacy." *Knowledge Quest*, 32 (4), 16-18.

Gibson describes the establishment and activities of the National Forum on Information Literacy (NFIL). The main purpose of NFIL meetings is to engage and solicit ideas from member organizations. The NFIL aims to provide networking opportunities and serve as a clearinghouse for resources on information literacy. The NFIL encourages participation from international organizations, which are joining the organization in increasing numbers. Organizations from Australia and New Zealand, China, and the United Kingdom (among other places) have recently joined the NFIL. Gibson illustrates

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how international perspectives can provide valuable insight into the development of information literacy standards. For example, Australian researcher Christine Bruce has conducted research on the experiential nature of information literacy (i.e., how information is felt, acted upon, and used in a practical sense). The author also demonstrates how NFIL has helped foster an understanding of information literacy on a global scale. The organization partnered with the United Nations Educational, Scientific, and Cultural Organization and the National Commission on Library and Information Science to organize an international information literacy conference (held in the Czech Republic in September 2003). The success of the conference has provided the impetus to organize a larger international congress in 2005.

Jehlik, T. (2004). "Information literacy in the public library." *Nebraska Library Association Quarterly*, 35 (4), 7-13.

Jehlik states that the public library should play a significant role in developing information literacy skills of low-income patrons by providing appropriate instruction and access to technology. The Public Library Association has developed a planning model called "New Planning for Results," which encourages public libraries to develop services that promote information literacy. Examples of such services vary from simply providing access to a computer laboratory, to conducting bibliographic instruction on specific topics. Senior citizens and job seekers typically express the greatest interest in classes offered by public libraries, and, consequently, such libraries tailor their instruction programs accordingly. Public libraries increasingly offer instruction in new technologies, including cell phones; in Finland, eight percent of public libraries offer cell phone instruction. Jehlik lists instruction programs of various public libraries, such as (among others) job searching on the Web; genealogy reference databases; and demystifying the "Medicare-Approved Drug Discount Card" program Web site. The author also lists various facilities and technology issues to consider when implementing technology instruction, including (among others) cabling and electrical issues; bandwidth capacity; and the availability of user-friendly electronic resources.

Skov, A. (2004) "Information literacy and the role of public libraries." *Scandinavian Public Library Quarterly*, 37 (3), 4-7.

Skov identifies key information literacy standards and concepts, and emphasizes that such concepts are contextual and experiential. The author asserts that the information literacy phenomenon covers a broad range of decision-making experiences. She also notes that while considerable time is devoted to teaching information literacy concepts to college and university students, such concepts should be covered in primary and secondary education as well. Such efforts are being made in Denmark, where public library staff members collaborate with schoolteachers and librarians to teach the value of

information-seeking and lifelong learning to primary and secondary students. For example, a librarian from the Otterup Public Library teaches search strategies to secondary students and teachers, develops and maintains an electronic resources portal, and works with local secondary school teachers to plan and participate in classroom activities. Skov asserts that public libraries should collaborate with other institutions to play a prominent educational role in the lives of their patrons.

Non-LIRT Meetings

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that the IL concepts are truly curricula enhancements. After successful contact has been made, librarians should be prepared for future teamwork with the instructor. Most important is to be proactive and to find (or make) opportunities; librarians should be prepared to make a pitch; to offer a variety of IL enhancement and opportunities; and, to suggest IL activities with learning outcomes attached.

Summary by Erin L. Ellis. LIRT Liaison Committee

Library Assessment in Higher Education: Applying the New ACRL Standards .

January 14, 8:30 am – 12:30 pm

Bob Fernekes of Georgia Southern University and Bill Nelson of Augusta State University facilitated this half day workshop that was designed to provide a hands-on experience in applying the ACRL Information Literacy Standards for Libraries in Higher Education. Accreditation bodies are serious about evidence of accountability; libraries, therefore, need to be able to demonstrate ways in which users are changed as a result of using library resources and programs. Libraries should develop a culture of evidence/assessment in order to support their institutions' mission and goals. Attendees were divided into groups according to the type and size of their library for brainstorming about assessment, goals and evaluation procedures. This was a well-attended workshop on a very important issue for all libraries.

Summary by Elizabeth Evans. LIRT Liaison Committee



Request for Articles

Have you or has your library created an instruction program? Please share your experiences with LIRT. Please send your articles to Caryl Gray (cegray@vt.edu).

LIRT Bylaws Changes



As was noted at a 2004 ALA Midwinter Symposium of Electronic Resource Management, "In this process [of developing stand-alone management systems], libraries are realizing the high cost of developing a viable system, a cost equaling on average about twice the cost of maintaining the system." (Kasprowski 239) Additionally, these solutions are external to the ILS and often result in duplication of efforts as information associated with these resources is added to both the ILS and to the in-house tool that manages the electronic resources. To quote Marshall Breeding, "At a minimum, all the applications that a library employs to manage its electronic resources should draw from the same knowledgebase of its electronic holdings." (Breeding 28)

Enter DLF ERMI – Digital Library Federation, Electronic Resources Management Initiative. In 2000, the Digital Library Federation commissioned 3 reports. As part of his research for one of those reports, Selection and Presentation of Commercially Available Electronic Resources: Issues and Practices, Timothy Jewell surveyed the electronic resources management practices of 13 libraries. During the course of his research, he realized that "these libraries were all trying to capture the same kinds of information and do very similar things with it, and it gradually occurred to [him] that we could all progress much more quickly if we could define the common problem and find some ways to work together to solve it." (Medeiros 87) Additionally he also identified seven common functional areas – "listing/descriptive; license-related; financial/purchasing; process/status; systems/technical; contact and support; and usage" – that seemed to apply across all libraries.

After the publication of Jewell's report – and in large part of what he discovered in the course of researching the report – the Digital Library Federation established the Electronic Resources Management Initiative (ERMI), specifically to develop "common specifications and tools for managing the license agreements, related administrative information, and internal processes associated with collections of licensed electronic resources." (DLF Electronic Resource Management Initiative)

Through a series of workshops, forums, and weekly conference calls, the steering committee produced a report (Electronic Resource Management: The Report of the DLF Initiative) in August 2004, incorporating expert advice from

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Library Instruction Round Table News
c/o Lorelle Swader