



LIBRARY INSTRUCTION ROUND TABLE NEWS

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

LIRT

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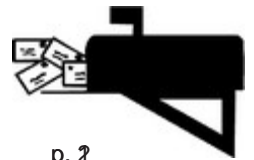
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From The President

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Dear Fellow LIRT-ers,

The 2007 Midwinter Conference is in Philadelphia—my hometown. Philadelphia is a treasure-trove of history (the Independence Hall area), art (the Rodin Museum, the Philadelphia Museum of Art, and the University of Pennsylvania Museum of Archaeology and Anthropology), good restaurants (make sure that you get a real Philly cheesesteak), good shopping (ask me where the discount stores are!), and interesting/quirky attractions (such as the Mütter Museum of medical oddities and the Mummer Museum—if you don't know what a Mummer is, you



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From the Editor
by Jeff Knapp

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Greetings to all in the world of library instruction!
As I write this, I am looking forward to the warmth of
Philadelphia during our Midwinter Meeting. Warmth? In
Philadelphia? In January? True, the City of Brotherly Love

Got a teaching success story you'd like to share? Send
a paragraph or two about it to the editor
(knapp@psu.edu)



[http://www .baylor.edu/LIRT/lirtnews/](http://www.baylor.edu/LIRT/lirtnews/)



“Is *Cosmo Girl* a Scholarly Journal?” :
Designing Effective Instructional Handouts
by Laura Woodruff, University of Florida

Recently, I interviewed for the permanent, tenure-track position at the University of Florida. The set of interviews included a 25-minute instructional role-playing scenario open to all library staff. Because instruction was a large component of this position, I needed to demonstrate my ability to engage my “students” in this mock-library instruction scenario.

In my preparation for the presentation, I decided that one of the key components should be covering the difference between scholarly and popular journals. As this important topic was not exactly the most exciting (even for library employees posing as undergraduates), I decided to supplement my verbal description of the different journal types with my personalized faux journal covers. For purposes of clarity, I focused on stereotypical examples of what would be considered a “popular” journal versus a “scholarly” journal.

My first step was to define both journal types. I began by researching past library handouts on this topic and developing a comprehensive list of major characteristics for both types. After collating this information, I arranged each journal type into separate documents and designed the information to mirror stereotypical versions of popular and scholarly journals. For my popular journal cover, I was inspired by *Sports Illustrated*. I strived to arrange all of my descriptive information in an attractive way, using a high school football photo of my brother as a background image. For my scholarly journal cover, I imitated scholarly journals such as *Journal of Applied Behavior Analysis* and ordered my information neatly around the page, avoiding any glitz and choosing a neutral brown for the copy paper.

I used these handouts to help illustrate the difference between these journal types, and to serve as future reference sources for the students when they had questions about scholarly and popular sources.

I led the discussion by showing examples of both popular and scholarly journals, *Entertainment Weekly* and *Studies in Educational Evaluation*, and asked the students to point out the characteristics of each journal, using their handouts as guides. This exercise allowed the students to draw a visual relationship between the faux journal covers and the real journal covers, reinforcing their grasp of the characteristics of these journal types.

The handouts were a hit, and I have received many compliments on them. After being hired for this position, I have begun including these handouts in my library instruction sessions with English composition students. They serve as a good visual aid for students, and encourage classroom participation as well.



Check These Out!

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Gender Studies and Communications Librarian
Michigan State University Libraries

Lin, Mei-Yun. "How Helping Chinese ESL College Students Write Research Papers Can Teach Information Literacy." Journal of East Asian Libraries 141 (2007): 6–10.

Mei-Yun Lin asserts that helping Chinese ESL college students write research papers can teach important information literacy skills, such as (among others) learning to think critically; learning to do research independently, organize information, and present such information logically; learning how to use information ethically; and learning how to locate and utilize library resources effectively. Lin also asserts that a Chinese librarian can provide valuable support to Chinese ESL students. For example, a Chinese librarian could conduct an extensive orientation specific to a collection of Chinese language materials. The librarian can also make Chinese ESL students feel comfortable by communicating with the students in their native language (the author indicates that such students may hesitate to ask questions, and, consequently, using their native language may facilitate dialogue, and enhance the learning process). Lin also encourages using a familiar (Asian) subject-specific topic as a framework for teaching the research process and using library resources.

Zhuo, Fu, Jenny Emanuel and Shuqin Jiao. "International Students and Language Preferences in Library Database Use." Technical Services Quarterly 24.4 (2007): 1–13.

The authors present the results of a survey designed to evaluate existing library services for international students, and to assess whether and how such students use the library. Surveys were distributed to international undergraduate and graduate students at Central Missouri State University, and at St. Louis University, and 128 students responded. The authors developed questions about how frequently students used the library, what language inter-

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Production editor: Jeffrey Gutkin American Library Association

Immersion's New Design

by Stephanie Michel, Chair, Institute for Information Literacy Executive Board



Apply now to attend the recently refreshed Immersion program in 2008! In addition to our new logo, the Immersion program's most significant change is the incorporation of "The Intentional Teacher: Renewal through Informed Reflection" as a third track of the national Immersion institute. Previously offered as a stand-alone program, Intentional Teacher will join the highly-regarded Teacher and Program Tracks to offer a more cohesive Immersion experience and allow faculty a greater degree of participation in all three programs.

The Intentional Teacher Track is aimed at the experienced academic librarian (5+ years teaching experience, in a library or other setting) who wants to become more self-aware and self-directed as a teacher. This program facilitates the process of critical reflection through peer discussion, readings, and personal reflection as a pathway to professional growth and renewal. Intentional Teacher will become Track 3 of Immersion, joining Track 1 (Teacher), which assists teachers to enhance, refresh, or develop their instruction skills and Track 2 (Program) which focuses on developing, integrating and managing institutional and programmatic information literacy programs.

All three tracks establish a learning community in which participants contribute to the success of the program through active engagement. Acceptance to these programs is competitive, and participation is limited to create an environment that promotes group interaction.

Immersion 2008 will take place July 27–August 1 at the University of California, San Diego. The application deadline for all three tracks is December 3, 2007. For more information or to access the online application form, visit <http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/professactivity/iil/immersion/immersionprograms.cfm>. Contact Stephanie Michel (michel@up.edu) with any questions.



The Importance of Search Term Selection

by Russell F. Dennison, Winona State University

Librarians know the important of search term selection, but many students seem oblivious to the topic. Some of the problems in search term selection are synonyms (walk vs. march), technical vs. popular terms ("Hansen's Disease" vs. "leprosy"), English vs. American spellings ("colour" vs. "color"), terms that have changed over time ("Peking" vs. "Beijing"), and regional variations ("soda" vs. "pop"). Although a few students seem to appreciate hearing a list similar to that just given, a more constructivist approach to teaching term selection is to involve the students themselves in analyzing some problematic terms.

One classroom exercise I use takes about ten minutes. I distribute a handout with a number of words or phrases on it. Each word or phrase is in a different color and size, and are positioned on the page at different angles. This creates a jumbled look with no obvious order to the placement of the words or phrases. The students are challenged to find some way to logically arrange them so that there is some organization or structure. The students are told not to arrange them by color spectrum, length or alphabetical order, but rather according to their meaning.

Most students are not able to find the correct structure, which is pairs of words or phrases that reflect the problems of search term selection as noted above (for example, Beijing vs. Peking). Most students will not readily find the structure. After working on the exercise for a couple of minutes, the students are told to find a partner and continue working on the assignment. This greatly increases their chance of success and also invites collaboration. Now the students are exposed to another person's problem solving methods, which often leads them to achieve greater insight and experimentation.



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<http://www.baylor.edu/LIRT/lirtnews/>



After a couple of minutes of collaboration, many partners discover the structure. At that point, I ask the class how the words should be re-arranged. I use a data projector to display the page so that all students can see it. However, now all the words and phrases are in plain textboxes (no fill or border) on a word document. I simply drag the textboxes around according to the students' suggestions until the order is achieved. This part usually goes very quickly and only occasionally do I have to ask questions that prompt the desired response. It is very easy at this point to continue with a discussion of search term selection or controlled vocabulary if desired.

This is an effective exercise to increase students' attention, allowing them to better understand that the best search terms are not always the first ones that come to mind. It also encourages interaction with other students, breaking up the traditional lecture format so that students can better maintain their attention.

Luther and Lamoureux continued to promote the concept at a variety of conferences during 2005 and 2006, talking to librarians, publishers, and subscription agents. Ultimately, a meeting took place resulting in Oliver Pesch agreeing to write a first draft that focused on the common issues and shared understandings on which the diverse group of librarians could agree. That draft is now in a trial phase which will end in December 2007. Additionally, Oliver Pesch was instrumental in forming a NISO SERU Working Group. So, although not a standard per se, this initiative is housed at and supported by NISO (<http://www.niso.org/committees/SERU/>). Details of SERU's birth and development are available in Collins' article, "SERU: An Alternative to Licensing—An Interview with Selden Durgom Lamoureux."

According to the NISO SERU version 0.9, "SERU offers publishers and libraries the opportunity to save both the time and the costs associated with a negotiated and signed agreement by agreeing to operate within a framework of shared understanding and good faith." (http://www.niso.org/committees/SERU/serudraft0_9.pdf)

There is no definition of terms. Each of these statements of understanding includes a broad, commonly-held description of what each one means. For example, "The Subscription" is described as follows:

"The subscriber acquires the right to use the subscribed content for a specific time period through payment of an agreed upon subscription fee. The nature and extent of the subscribed content should be clarified at the outset as the publisher may allow access to content additional to the subscription.

The publisher has secured the rights necessary to provide access to the content to the subscribing institution.

A subscription to the publisher's content provides a subscribing institution and its authorized users with access to the subscribed content. The number of concurrent users is not restricted unless otherwise explicitly agreed upon by the publisher and subscribing institution."

Notice the lack of legal language and the concise descriptive information. The PDF for the SERU draft is only 4 ½ pages—compare this language and length with an average license agreement.

Publishers and libraries who want to use SERU register with the site at NISO; although during this trial period, interested parties make that request to Karen Wetzel. Current participants are listed at <http://www.niso.org/committees/SERU/registry.html>. Participants in SERU will link to or reference the SERU document, as opposed to reproducing it on their websites. Neither the publisher nor the library can modify it. Additionally, both the publisher and the library must agree to use it without any coercion. Specific details (amount of content, term of access, number of users, etc.) related to the price of the resource and the reference to the use of SERU (instead of a license) are placed in the purchase order or a similar document.

The use of SERU is based on a model of trust and good faith. If either the publisher or the library feels uncomfortable using SERU instead of a license or if they have specific issues that need to be addressed in the agreement that go beyond what can be appropriately documented in a purchase order, then they should use a license and not SERU. Additionally, SERU is not the best tool to use with consortia agreements, since most of these agreements have specific terms for each participating institution. However, SERU does provide and

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Additional Resources

Carpenter, Todd. "Standards Column – Ready to Work without a License? NISO's Shared E-Resource Understanding (SERU) Working Group." Against the Grain 19.2 (2007): 92.

Collins, Maria. "SERU: An Alternative to Licensing – An Interview with Selden Durgom Lamoureux." Serials Review 33.2 (2007): 122–28.

Glenn, David. "Librarians and Publishers Try Out a Plan to Simplify Negotiations Over Electronic Resources." Chronicle of Higher Education September 21, 2007, <<http://chronicle.com/daily/2007/09/2007092103n.htm>>

Hahn, Karla. "Do I have to Negotiate a License for Every E-Resource I Buy? Developing a Best Practice Option." ARL Bimonthly Report October 2006, 248 ed.: 11. <<http://www.arl.org/bm%7Edoc/arlbr248licenseopt.pdf>>.

— . SERU 0.9 Draft A _____



STANDING COMMITTEES

Library Instruction Round Table

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.

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

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

Organization & Planning - Is responsible for long range planning and making recommendations to guide the future direction of LIRT. 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. 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 dates, and election results. Solicits volunteers for LIRT committees and maintains files of prospective committee appointees.

Public Relations/Membership
Publicizes LIRT purposes, activities, and promotes membership in LIRT. Develops brochures and news releases to inform members, prospective members, and the library profession about LIRT activities. Sponsors an exhibit booth at the Annual Conference. Organizes BITES (meals for instruction librarians to meet for food and discussion) at conferences.

Publications - Establishes, maintains, and disseminates LIRT Publication Guidelines. Solicits ideas for publications and advises as to the appropriate means for publication.

Research
Identifies, reviews, and disseminates information about in-depth, state-of-the-art research concerning library instruction for all types of libraries. Pinpoints areas where further investigation about library instruction is needed.

Teaching, Learning, & Technology
Identifies and promotes use of technology in library instruction, with special attention given to technologies that enhance learning and can be easily adapted to a variety of different learning environments.

Transition from High School to College
This committee builds and supports partnerships between school, public, and academic librarians to assist students in their transitions to the academic library environment.

***Please see our online committee volunteer form at
<http://www3.baylor.edu/LIRT/volform.html>***



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