



LIBRARY INSTRUCTION ROUND TABLE NEWS

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

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From The President

by Stephanie Michel, michel@up.edu

Changing Times

Spring is blooming gloriously just outside my window, beckoning me to go outside and explore the world of new growth. Yet, through the magic of time and publishing, by the time you read this you may already be engulfed by the warm days of summer. Many of you may be wrapping up a few loose ends before venturing off to sunny, humid Orlando to attend the ALA Annual conference and to catch up with old friends.

The themes of time and change have been resonating for me lately. My colleagues and I are preparing a program for our regional library association conference about our new classroom. I'm covering the technical aspects of the wireless classroom, which has been a great excuse to research and learn how the wireless equipment I've been using for the past year actually works. My brain is swimming with an alphabet soup of acronyms and protocols, but somehow it is all starting to make sense. Meanwhile, my colleagues are focusing on how we've adapted our teaching styles to the new environment. Seeing the before and after photographs and graphics of the classroom's layout, I realize just how much things have changed. And how much, as instruction librarians, our world is constantly in transition.

The information landscape is constantly shifting and changing, with new resources, new methods of access, and a new vocabulary to master. As teachers, we place ourselves at the forefront, offering our services as guides though the constantly shifting plain of information. We must constantly adapt our styles, rethink our methods, and explore the new possibilities offered by this new realm to stay fresh and relevant to our users.

Similarly, LIRT is in a state of transition. After 25 years of advocacy for library instruction, LIRT is exploring how to best serve our members in today's information-heavy, budget-thin world. At the Midwinter conference, LIRT hosted a retreat that challenged attendees to think creatively about the future direction of LIRT. As a result of this outpouring of ideas, LIRT is exploring our options and making plans that will shape the next 25 years of our organization. I'd like to challenge all LIRT members to tell us how LIRT can become more relevant to you as instruction librarians. Are there new projects you'd like to see LIRT pursue? Are there issues, themes, or goals that LIRT should explore? What services or support can LIRT offer to enhance your professional lives? I welcome your thoughts and ideas.

While you're in Orlando, soaking up some sun and perhaps contemplating the nearby theme parks, keep LIRT events in your plans. Please join us Sunday morning for what promises to be a fascinating program on meeting the needs of non-traditional students. Drop by the booth to chat with other LIRT members, or come to a "BITES with LIRT" for a casual lunch with good company and great conversation. I look forward to seeing you there!



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From the Editor

Since assuming the editorship of *LIRT News* in January of 2003, I have had the opportunity to reflect on many of the changes and challenges that we face as instruction librarians. I think we all can agree that teaching is an important component of our jobs whether the instruction is an integral part of the curriculum, a "one shot" session, a "teaching moment" at the reference desk, or an in-depth consultation in our offices. Seizing the moment to communicate the importance of locating, evaluating, and using information appropriately can be challenging in the best of circumstances. The phrase "information literacy" has become an integral part of our thinking and our conversations.

In addition to our conversations about information literacy, we also browse the literature in an attempt to keep up to date on the topic and to learn from each other. The Continuing Education Committee has made this task a little easier by reviewing the literature and selecting "LIRT's Top Twenty for 2003". Additional articles of interest appear in the "Check These Out" column by Sharon Ladenson. My list of reading materials grows! I also wanted to call your attention to a brief article by Nandita Mani, a librarian at the Shiffman Medical Library at Wayne State University. In the "On My Mind" column in the February 2004 issue of *American Libraries* (page 30), Nandita presents the idea of "information fluency". She points out that: "Fluency is a concept that suggests that the learning process is ongoing and does not come to a complete finish at any time". I found her reflections on information literacy vs. information fluency thought provoking. Brett Spencer's article "Soaring High on the Web" embraces the concept of information fluency. Since many of our students use Google or other search engines to locate information, Brett provides several ideas on teaching students and others to use specialized search tools to use the Internet more effectively.

As we come to the end of another ALA year, I would like to say thank you to several people who have contributed to the success of LIRT and *LIRT News*. I always hesitate to do this for fear of leaving someone off the list. In one of my earlier columns, I used the creation of a stitched sampler with a variety of colors and stitches as an analogy for the ideas we share. My sampler has been enriched with numerous colors and intricate stitches contributed by each member of LIRT. THANK YOU!!

- ❖ Thanks to each member of the Newsletter Committee for your ideas, editing skills, and willingness to serve on the committee. I look forward to working with you in 2004/05.
- ❖ Thanks to Carol Schuetz, Production Editor, for taking all of the files and creating an attractive publication – print and electronic and to Billie Peterson-Lugo, Electronic Resources Manager, for loading the files and keeping the LIRT web site up to date.
- ❖ Thanks to each of the elected officers – Stephanie, Cynthia, Anne, Linda, Jonathan, Janet and Tim for your leadership and desire to keep LIRT a dynamic and growing organization.

- ❖ Thanks to each of the committee chairs for supplying timely reports and organizing and planning thought provoking programs and discussion forms.

ALA Annual is just around the corner. See you in Orlando!!!

--- Caryl Gray, editor



LIRT Program and Meeting Schedule ALA Annual in Orlando

Saturday, June 26

8:00 - 9:00 am: Exec Board I - Sheraton World Resort - Superior

9:30 - 11:00 am: Steering Committee I - Sheraton World Resort - Superior

11:00 am - 12:30 pm - All Committee Meetings I - Sheraton World Resort – Pacific

Sunday, June 27

10:30 am - 12:00pm, LIRT Conference Program:

Angst to Zest: Empowering the Non-Traditional Student
Orange County Convention Center 209 B

Monday, June 28

8:30 am - 9:30 am, All Committee Meetings II - Sheraton World Resort - Ontario

9:30 am - Noon, Steering Committee II - Sheraton World Resort – Ontario

Tuesday, June 29

9:30 - 11:00 am, Executive Board II - Orange County Convention Center 221 C

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Soaring High on the Web: Teaching Specialized Search Tools to Our Patrons

“Just Google it” seems to be the motto of many of our patrons these days. As instruction librarians, we regularly teach patrons how to use Internet search engines like Google. While we definitely want to continue to teach patrons how to effectively use these general search tools, I think that we should also show them how to wield specialized search tools.

What exactly are specialized search tools?

Specialized search tools (SSTs) are databases, search engines, directories, and online collections that target specific subjects or information. The Internet offers thousands of these SSTs and a few examples include:

History Seek! - A searchable index that concentrates on historical sites.
<http://www.historyseek.com>

Scirus - A tool used to search for scientific information.
<http://www.scirus.com>

National Criminal Justice Reference Service - A searchable index of criminal justice sites. <http://www.ncjrs.org>

Pick-a-Prof - A database offering student reviews of professors across the U.S.A.
<http://www.pickaprof.com>

Findarticles.com - A free database containing thousands of online articles.
<http://www.findarticles.com>

Snopes - An online collection of thousands of urban legends. <http://www.snopes.com>

Librarians' Index to the Internet - An online index that focuses on scholarly web information. <http://lii.org>

Why should we teach patrons about SSTs?

First, SSTs help our patrons find what they need faster. Like limiters that we use in OPACs or databases, SSTs expedite the search process by narrowing our searches. For instance, if a biology class specifically wants *scholarly* web sites about frogs, we can point out how they can limit their search to scholarly information by using the Librarians' Index to the Internet. In this way, they won't waste a lot of time sifting through popular web sites that Google might lead them to.

In addition, many SSTs scour parts of the Internet that Google can't go. Believe it or not, Google, like every other search tool, only indexes a portion of the web. In many cases, SSTs have indexed web sites that Google hasn't — meaning that SSTs often offer more comprehensive and in-depth coverage of particular subject areas. In short, our patrons may miss a lot of good information if we don't show them how to use SSTs!

Finally, regular Google searching emphasizes breadth while searching with SSTs allows us to add depth. In simpler terms, Google searching is like firing a shotgun because it produces many scattered hits over a broad subject area. On the other hand, searching with specialized search tools is like firing a rifle because it penetrates a specific target in greater depth. The rifle offers advantages that the shotgun does not, so we must teach our patrons how to handle both of these types of search weapons (Sherman and Price, 2001, xxv).

How can we help patrons identify specialized search tools?

OK, so you may be thinking: “all of this talk about teaching SSTs to patrons sounds good, but how do we find the right SSTs for our patrons in the first place?” One way is to consult print indexes like Chris Sherman's and Gary Price's *The Invisible Web: Uncovering Information Sources Search Engines Can't See*—a book that I would describe as indispensable for instruction librarians. While we should definitely draw from books like this one to create customized lists of SSTs for our classes, even the most comprehensive books only touch on a tiny fraction of the almost infinite number of available SSTs. Therefore, we should show our patrons techniques for finding SSTs in their own areas of interest.

One method for doing this is similar to using specialized reference books to find articles:

OPAC → Specialized Reference Book → Essay

Google → Specialized Search Tool → Web Site

For example, let's say you are searching for an essay on the battle of Bunker Hill in your library. Typing **Bunker Hill** in the catalog will find books that mention the battle in the title or subject headings. However, in most cases, you cannot locate essays about Bunker Hill in reference books just by plugging this topic into the OPAC. Yet, if you type **America and history and encyclopedia** in the catalog you will find reference books that deal specifically with American history. Then, you can go to the encyclopedias on the shelves and flip through them for an entry on Bunker Hill.

This same two-step process pinpoints SSTs on the Internet. For example, typing in **Putin** in Google will lead you to many sites about the Russian leader. However, typing **Russia “search engine”** in Google will locate SSTs on the broader subject area of Russia. You can then use these SSTs to search for specific information about Putin, thus uncovering a treasure trove of information about him that Google has not indexed.

In this manner, Google serves as a stepping-stone to SSTs just as your OPAC serves as a stepping-stone to

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Check These Out!



As the new "Check These Out" columnist for *LIRT News*, I am excited to survey the current literature in information literacy and library instruction, and to share my findings with other members of LIRT! This column includes articles that focus on the techniques, the challenges, and the rewards of using technology in library instruction. How are libraries using technology to develop effective instructional resources? What impact does online courseware have on library instruction? When teaching about technology, do librarians neglect a thorough discussion of core information literacy concepts? Check these out, and enjoy!

Erazo, E. (2003). Using library technology to promote information literacy in Florida's community colleges. *Florida Libraries*, 46(2), 20-22.

Erazo examined the Web pages of twenty-eight Florida community college libraries in order to determine those institutions' use of technology to promote information literacy. The author found that the college libraries package information literacy concepts electronically through library science courses, online evaluation, online tutorials, PowerPoint presentations, virtual reference, and Web sites. The article includes links to specific resources (such as online tutorials and PowerPoint presentations) developed by some of the community college libraries. Erazo also describes the marketing techniques used by the libraries, including electronic publications, virtual library tours, and the use of streaming video on library Web sites.

Kraemer, E.W. (2003). Developing the online learning environment: the pros and cons of using WebCT for library instruction. *Information Technology and Libraries*, 22(2), 87-92.

Kraemer explores the use of WebCT courseware for integrating library instruction into a first year writing course taught at Oakland University in Rochester, Michigan. As the university enrollment grew steadily, the library had to develop a method for providing effective instruction to ever-increasing numbers of students. Librarians used WebCT to develop tutorials on several topics, including general information about the library, using the online catalog, and using OCLC FirstSearch products. Kraemer also outlines the benefits and challenges of using the courseware. Technical issues certainly provided challenges; for example, making small changes to the tutorials (such as modifying a quiz question) took quite a few steps to complete. On the other hand, benefits included useful courseware features such as (among others) the ability to create a searchable glossary of library terms, and tracking software (which allows instructors to monitor the amount of time a student spends on each tutorial). Kraemer also discusses the technical support the library provided to faculty who used WebCT for their first-year courses, as well as the support provided to instructors whose students had difficulty using the library tutorials.

Prorak, D. (2003). Button pushing vs. concepts: library instruction, technology, and the swinging pendulum of an old debate. *PNLA Quarterly*, 67(4), 4-5.

Does teaching the technical process of accessing library resources compromise the instruction of critical thinking skills? Prorak illustrates how technology allows University of Idaho (UI) librarians to teach a wide variety of skills and concepts. Many UI online indexes have a "check library holdings" link, which expedites the process of searching the catalog for information. This feature allows librarians to spend less time teaching how to check the catalog for print copies of journals. Furthermore, UI librarians recognize that most undergraduates choose articles available full text online, and, consequently, the librarians spend more time having students evaluate full text articles retrieved online (rather than emphasizing how to find print copies of journals). The librarians also developed exercises for evaluating books. In addition, the instruction sessions include information on how to cite electronic sources. This article provides links to valuable UI Web tools for bibliographic instruction.

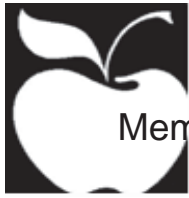
Stoel, L., & Lee, K. H. (2003). Modeling the effect of experience on student acceptance of Web-based courseware. *Internet Research: Electronic Networking Applications and Policy*.13 (5), 364-374.

In order to assess university students' acceptance of Web-based courseware, the authors conducted a survey among more than 600 juniors and seniors enrolled in WebCT classes. Stoel and Lee developed and tested several hypotheses, based on the "Technology Acceptance Model" (TAM). Prior research based on the TAM demonstrates that perceived ease of use and perceived usefulness have a positive influence on attitudes towards technology. The authors' research reinforced the theory of the TAM. Consequently, Stoel and Lee recommend that instructors conduct plenty of demonstrations and make extensive use of practice exercises and tutorials in order for students to become more comfortable using the courseware. Regarding perceived usefulness, the authors also suggest that perhaps instructors should tie the use of courseware to earning higher grades (since students are strongly motivated by grades).

Wilson, P. (2003). Teaching library skills through technology. *Public Libraries* 42 (1), 26-27.

Wilson outlines various public library methods and tools for conducting outreach and instruction virtually. Such tools include educational multimedia CD-ROM products; virtual library tours; Web based library collection guides; and online information literacy tutorials. Wilson lists the links for each Web based tool. The article also includes a selected list of resources pertaining to Web based instruction and information literacy.

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Member A-LIRT

by Linda J. Goff, CSU, Sacramento, ljgoff@csus.edu

Toby Leigh Matoush

Not all Member A-LIRT columns are about long-time LIRT members. In this issue of the newsletter, we meet and hear from one of the newest LIRT activists, Toby Matoush. Toby is new to librarianship as well as to LIRT. She began her career as a librarian in 1999 and joined LIRT in 2002 and is a member of the Adult Learners Committee. Toby comes from a background in foreign languages. A native of Portland, Oregon, Toby earned a BA in Japanese Language from Portland State University and an MA in Japanese Language and Literature from the University of Oregon. Her MLIS is from the University of Hawaii at Honolulu. In August 2002, she began work as a Reference/Instruction Librarian at San Jose State University, where they have just merged the campus library with the local public library system to form a joint library in a new facility: <http://www.sjlibrary.org/>.

For a relatively new librarian Toby is well on her way to creating an impressive record of professional activities and publications. When I contacted her in April she had just returned from delivering a paper, "Nostalgia, the Search for Japanese Identity, and Tora-san as Cultural Icon," at the 2004 Annual Popular Culture Association Conference, and she has articles forthcoming in both *The Reference Librarian* and *Reference Services Review* as well as a published article in *Academic Exchange Quarterly*.

I posed several questions of Toby, and rather than edit her answers, I'll let Toby speak for herself:

LJG: *What brought you to librarianship and specifically to instruction?*

TLM: I have a background teaching various subjects, English in Japan and private piano lessons. It is one of the greatest feelings to be around when someone learns and you see the light bulb go on in their head. I wanted to continue experiencing this feeling and teach those who present instructional challenges since they carry the greatest rewards. This is reflected in my work with freshman as Library Coordinator of the SJSU Freshman Learning program (Metropolitan University Scholar Experience- MUSE) at SJSU, in my role as Disabilities Liaison, and in my work with the LIRT Adult Literacy Committee.

LJG: *What do you like best about teaching and other parts of your job?*

TLM: I enjoy teaching Freshman MUSE and English 1B classes. I also enjoy my work as MUSE Coordinator because I can help guide the development of a new program (We started in Fall 2002). I enjoy doing assessment as well. I am a member of the Library Assessment Team which is

working on various assessment projects for the new library. I also co-lead a team of librarians and business faculty who are assessing the organizational structure of the new library and serve as library coordinator for SJSU which is participating in the national Standardized Assessment of Information Literacy (SAILS) project.

LJG: *How does working in a hybrid library that has a combination of public and academic users affect your reference and instruction work?*

TLM: It does not affect my instruction work, which is part of my academic assignment; I generally teach 16-25 instructional sessions a semester for my liaison areas which include the departments of Organization and Management, Meteorology, and Physics. It definitely improves my reference skills since we have a merged reference desk and all reference librarians answer both public and academic questions. The variety of reference questions makes the work both stimulating and challenging.

LJG: *What or who brought you to LIRT?*

TLM: I browsed the ALA website and looked for an instructional section which would be of benefit to me.

LJG: *What advice or teaching trick would you like to share?*

TLM: Make it interesting and funny. I try to make both my teaching sessions and my library presentations interesting and funny which is of course, a great challenge in librarianship since students think they know everything about information gathering because of the Internet. I don't have any great secrets in teaching and consider myself still a novice teacher. It is important though to acknowledge that students only learn when the material is relevant to them. The greatest challenge to library instruction is to make the material relevant and meaningful (and funny if possible) to the students. Anecdotes always help.

LJG: *What do you think is the most important thing you teach?*

TLM: I hope I am able to convey the wonderful resources available at our library and how lucky students are to have them (and to be able to access the resources of a joint academic and public library). Also I hope I convey the fact that information can be obtained in so many different places but the value of it will vary greatly.

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



Join us for BITES with LIRT in Orlando, Florida
June 26-27-28, 2004

Once again, LIRT is organizing groups for lunch at modestly priced restaurants during the ALA Annual Conference in Orlando. 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 15, 2004. 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 26, 2004, 12:30 p.m.

Sunday, June 27, 2004, 12:30 p.m.

Monday June 28, 2004, 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 _____

[Please note: Restaurant information will be added when available]

Selected and reviewed by the Continuing Education Committee: Tiffany Anderson, Terri Holtze, Camille McCutcheon, Jim Millhorn, Harry Meserve, Frances Nadeau, Ericka Arvidson Raber (Chair), Deva Reddy, and Leslie Sult.

Committee members reviewed over one hundred articles related to information literacy and library instruction. The committee worked to include articles from various library settings.

In addition to the articles presented below, the Committee would like to call attention to the "Research Agenda for Library Instruction and Information Literacy," published by the ACRL Instruction Section's Research and Scholarship Committee. Revised from the 1980 Research Agenda for Bibliographic Instruction, the new agenda identifies important areas needing research attention and presents questions devised to spark ideas for new research. The agenda is available in *C&RL News* (vol. 64, no.2, pp. 108-13) and online at: <http://www.ala.org/ala/acrlbucket/is/iscommittees/webpages/research/researchagendalibrary.htm>.

Brown, Janis F., and Janet L. Nelson. "Integration of Information Literacy into a Revised Medical School Curriculum." *Medical Reference Services Quarterly* 22.3 (2003): 63-74.

This article details the active role that librarians have taken in shaping and participating in the medical school curriculum. First- and second-year medical students complete year-long projects. For first-year students the project requires retrieving the comprehensive body of literature on a particular topic; second-year students complete a research project.

Callister, Paul Douglas. "Beyond Training: Law Librarianship's Quest for the Pedagogy of Legal Research Education." *Law Library Journal* 95.1 (2003): 7-45.

Callister makes a convincing case for the use of pedagogical frameworks in legal research education. The author believes that pedagogical frameworks provide law librarians and law students with a means of moving beyond the mere "training" of legal research skills towards a more comprehensive "education" in the methods of solving a wide variety of real-world legal research problems. Although the article focuses on educating law students, the frameworks that the author proposes can be adapted to a wide variety of audiences.

Carr, Jo Ann, and Ilene F Rockman. "Information-Literacy Collaboration: A Shared Responsibility." *American Libraries* 34.8 (2003): 52-54.

Carr and Rockman bring attention to an issue crucial to the successful integration of first-year students into the

university: what high school students need to know in order to succeed. The article discusses collaborative initiatives between university librarians and school media specialists and compares the information literacy standards of the American Association of School Librarians with those of the Association of College and Research Libraries.

"Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline." *College & Research Libraries News* 64.8 (2003): 544-547.

These guidelines, prepared by the ACRL's Institute for Information Literacy, should be required reading for anyone working on the development or assessment of an information literacy program. The list provides an ideal or benchmark goal for such programs in regards to: Mission; Goals and Objectives; Planning; Administrative and Institutional Support; Articulation with the Curriculum; Collaboration; Pedagogy; Staffing; Outreach; and, Assessment/Evaluation.

Davis, Philip M. "Effect of the Web on Undergraduate Citation Behavior: Guiding Student Scholarship in a Networked Age." *Portal: Libraries and the Academy* 3.1 (2003): 41-51.

Davis tracks students' citation behavior from 1996 to 2001 for a research assignment in a microeconomics course at Cornell University. The author discusses how the students' citations were coded, based on the type of reference used, and how the Internet citations were verified for accuracy and persistence. Davis provides some observations from the study, including what types of sources students cited in their papers and the distribution of citations among books and journal articles, etc. In 2001, after faculty became concerned about the lack of scholarly sources that the students had been citing in their bibliographies, guidelines for acceptable sources were incorporated into the research assignment. After incorporation of the guidelines, book and journal citations increased while Internet and newspaper citations decreased. Davis concludes by discussing the importance of faculty providing research parameters for their assignments.

Elmborg, James K. "Information Literacy and Writing Across the Curriculum: Sharing the Vision." *Reference Services Review* 31.1 (2003): 68-80.

Elmborg discusses similarities and differences between writing instruction and library instruction and contends that by the mid 1980s, writing programs were coming into their own, while library instruction programs were still testing the waters. He gives a historical overview of Writing across the Curriculum (WAC) and explains that to be successful WAC programs are initiated and supported through workshops which are conducted by

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faculty committed to the writing programs. Elmborg also argues that assessment of WAC programs is best administered, not by standardized tests, but at the local level where data can be used to improve both the writing program and the institution. The author suggests that as librarians develop discipline-based information literacy courses, they should consider incorporating components of WAC programs that have proven to be successful.

Flaspohler, Molly R. "Information Literacy Program Assessment: One Small College Takes the Big Plunge." Reference Services Review 31.2 (2003): 129-140.

This article addresses the problems inherent in assessing the information literacy program at a small college. It compares the formative, "student self-assessment of satisfaction," type of survey with more summative measures of student abilities to do research. Flaspohler proposes an assessment tool combining both formative and summative evaluations in order to test the abilities of first-year students in the context of a first-year "writing and speaking" course. This required working with faculty members to articulate information literacy goals for the course and to assess its success through bibliographic analysis, an Information Literacy questionnaire, and an in-class "start/stop" writing exercise.

Hall, Patrick. "Developing Research Skills in African-American Students: A Case Note." The Journal of Academic Librarianship 29.3 (2003): 182-188.

Hall addresses the special challenges that African American students face in the development of information competence skills at college, highlighting the effects of inadequate pre-college education with regard to research skills, creation of citations and bibliographies, and critical thinking. The article introduces the concept of research mentoring as a necessary element in effective instruction; that the teacher-student interaction is strongly relational as well as content driven. Hall argues that many African American students come from an environment that promotes a cognitive style that is different from mainstream students, more relational and less independent and "objective." It describes how the Research Assistance Program (RAP) helps African American students to develop research, searching, and critical thinking skills.

Halttunen, Kai. "Students' Conceptions of Information Retrieval: Implications for the Design of Learning Environments." Library & Information Science Research 25.3 (2003): 307-332.

Halttunen provides an in-depth examination of the need to consider students' preconceived notions about retrieving information and how to use that consideration when designing library instruction. She conducted a study using student essays and responses to questionnaires to determine different ways that students perceive the information retrieval process. Additionally, Halttunen sets forth five instructional design principles to use in a constructivist approach that will take these different student perceptions into account.

Harris, Frances Jacobson. "Information Literacy in School Libraries: It Takes a Community." Reference & User Services Quarterly 42.3 (2003): 215-223.

This article addresses the special perspectives required of school librarians with regard to developing programs to address Information Literacy skills in grades K-12. Information Literacy at this level is a "teaching transaction," where working with students means primarily defining the information need and only then trying to find the information itself. The article describes the setting for the work of school librarians, the training which they receive, the process of accreditation, and the structure of educational program standards for specific subjects. The author makes the point that information literacy and critical thinking skills have to be integrated into the curriculum at each level of K-12 schools, and they highlight the National Library Power Program (1988-1998) and its role in integrating information competence into school curricula. The conclusion - that "it takes a community" - is a generalized way of indicating the complexity and promise of present efforts to introduce information literacy at pre-college levels of education.

Hinchliffe, Lisa Janicke, et al. "Examining the Context: New Voices Reflect on Information Literacy." Reference & User Services Quarterly 42.4 (2003): 311-317.

After an introduction that briefly examines the concept of "information literacy across the lifespan," Hinchliffe turns to four former students who offer their individual perspectives on information literacy within different library settings. Because each author focuses on a particular context, the reader is exposed to views of information literacy in public, K-12, academic, and special libraries and gains a better sense of the ways that different types of libraries depend on one another to contribute to the development of information literacy skills.

Hricko, Mary. "Using the Invisible Web to Teach Information Literacy." Journal of Library Administration 37.3-4 (2002): 379-86.

Hricko describes her method of using the Invisible Web to teach novice researchers about the organization of information on the Internet. Hricko discusses the strengths of the Invisible Web, and why students need to learn about it. Finally, she outlines each of the five ACRL competency standards for information literacy, and then provides examples for addressing them by teaching aspects of the Invisible Web.

Hurlbert, Janet McNeil, Cathleen R. Savidge, and Georgia R. Laudenslager. "Process-Based Assignments: How Promoting Information Literacy Prevents Plagiarism." College & Undergraduate Libraries 10.1 (2003): 39-51.

The authors argue that the proliferation of information sources has led to a diminution of student research skills. In particular, plagiarism has been on the upswing due to the ease of access to materials, and the ability to quickly cut-and-paste text. This trend can be circumvented by re-emphasis on broadening information literacy skills and by instituting process based assignments. In practice the latter involves doing assignments in stages where there is

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repeated evaluation and assessment throughout the course of the project. This naturally involves closer interaction between students and faculty and students and librarians. In other words, this method of conducting research assignments is labor-intensive for all parties. On the other hand, the students are rewarded with a much richer educational and intellectual experience.

Issues in Science & Technology Librarianship no. 37 (2003).

The theme of this issue is information literacy and the sciences. The subjects of the articles range from bioinformatics to engineering to the physical sciences and to distance education. Although each of the articles stands well on its own, the overall impression is that science and technology librarians are engaged in sophisticated and demanding work. In particular, there is a solid agreement that science and technology librarians must impart rigor to their students' searching skills. There is a consensus throughout that there are no short-cuts in science and technical fields for well structured and highly articulated searches. One of the authors could be speaking for all her colleagues when she states: "As chemical information lies at the heart of chemical research, a working chemist needs to have a thorough understanding of its organization and modes of access."

Lloyd, Annemaree. "Information Literacy: the Meta-competency of the Knowledge Economy? An Exploratory Paper." Journal of Librarianship and Information Science 35.2 (2003): 87-92.

This article presents the ideas that information literacy enables individuals to perceive their information environment, and that it is a meta-competency required of effective employees in today's workplace. Lloyd argues that librarians need to have an understanding of the diversity of workplace contexts in order to ensure individuals are able to develop transferable information literacy skills at a proficient level. Lloyd concludes with a call for partnerships between academia, business, and industry to create information literacy training programs.

Lombardo, Shawn V., and Cynthia E Miree. "Caught in the Web: The Impact of Library Instruction on Business Students' Perceptions and Use of Print and Online Resources." College & Research Libraries 64.1 (2003): 6-22.

Realizing that students prefer the Web or full-text databases to print resources and that the trend to exclusive use of Web resources is a concern, these authors undertook a study with pre-instruction and post-instruction questionnaires to discover if library instruction could improve students' attitudes toward the use of print resources. The study measured students' perception and use of the Web, online bibliographic and full-text databases, and print reference resources. Numerous tables provide statistical analysis and an overview of the questionnaires. Results indicate that students have a more favorable attitude toward print resources and are more likely to use them in their research after library instruction.

Riddle, John S. "Where's the Library in Service Learning?: Models for Engaged Library Instruction." The Journal of Academic Librarianship 29. 2 (2003): 71-81.

Riddle discusses the definition and salient features of service learning. He then recognizes the possible impact of service learning on libraries with two potential responses named alternatively the Thin and Thick response. Using the Thick response, Riddle suggests three theoretical models each advancing the importance of library instruction within service learning pedagogy: a Learning Process Model, a Course Objectives Model, and a Subject Content Model.

Saunders, E. Stewart. "The Effect of Bibliographic Instruction on the Demand For Reference Services." Portal: Libraries and the Academy 3.1 (2003): 35-39.

Saunders hypothesizes that students receiving library instruction will be more self-reliant and therefore less prone to avail the services of the reference department. In order to test this proposition, the author analyses data of eighty-three ARL academic libraries over a six-year period. Based on the results, Saunders concludes that bibliographic instruction increases the demand for reference service.

Snavely, Loanne L., and Carol A. Wright. "Research Portfolio Use in Undergraduate Honors Education: Assessment Tool and Model for Future Work" The Journal of Academic Librarianship 29.5 (2003): 298-303.

Snavely and Wright discuss Pennsylvania State University's Library Studies 301H, a credit course, which is one of the ways that the libraries support thesis research for honors students. The authors share both the goals of the course and its challenges and describe the rationale for incorporating the portfolio as an instrument for authentic assessment. Snavely and Wright give advantages for using the portfolio as an assessment tool and as a model for research. They also describe the two phases of the research portfolio along with its fundamental elements and conclude by explaining how using portfolios make the research process more visible to both faculty and honors students.

Warner, Dorothy Anne. "Programmatic Assessment: Turning Process into Practice by Teaching for Learning." The Journal of Academic Librarianship 29.3 (2003): 169-176.

This article is the result of a study conducted at Ridder University in Lawrenceville, New Jersey. The study developed out of a realization that a more objective method of assessing student learning was needed in order to better evaluate the effectiveness of library instructional programs. Before undertaking this study, students' impressions of library sessions were the primary means of gathering data on program effectiveness. While useful in some contexts, impressionistic data did little to assist librarians in determining specific ways that the library's instructional program could be improved. Librarians used ACRL's Information Literacy Competency Standards for Higher Education to craft learning objectives. Assessment tools as well as results are shared.

Soaring High on the Web

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specialized reference books. In your instruction sessions, demonstrate how to find a specialized search tool by typing in a broad subject area in Google, along with a keyword or phrase like **search engine, database, directory, or collection**. Then, explain that the SSTs that you find can be used to probe a specific topic. Here are some of the searches that I like to demonstrate (these searches also make good "attention-getters" when introducing the idea of SSTs to students):

"model railroad" "search engine"
"organized crime" database
recipes database
World War II "online collection"
Jokes database

After demonstrating this technique to a class, give students time to find a few SSTs on their own and also give them time to jot down the URLs for these tools. The classes I have taught find this activity to be very useful and fun! Moreover, students can bookmark these SSTs on their personal computers and later use them to supplement the searches that they do through Google. Through their own exploration, students will develop a repertoire of powerful, customized search tools for their topics.

Works Cited

Chris Sherman and Gary Price. *The Invisible Web: Uncovering Information Sources that Search Engines Can't See*. Medford, New Jersey: Information Today, 2001.



Check These Out

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Wittkopf, B. (2003). Recreating the credit course in an online environment: issues and concerns. *Reference & User Services Quarterly* 43(1), 18-25.

Wittkopf explores current practices of online course design at various universities, and provides a description of a case study of implementation at the Louisiana State University (LSU) Libraries. The author organizes the well-researched review of current practices into four sections: "learning goals and content presentation; interactions, assessment and measurement; instructional media and tools; and learner support services" (these categories are taken from a Pennsylvania State University document on innovations in distance education). The LSU case study covers topics such as (among others) active learning techniques and course feedback. The extensive list of references includes a link to the LSU Libraries User Instruction Tutorials.

Of further note:

Tosa, Y., & Long, T. (2003). Teaching library research skills: online and at the library. *PNLA Quarterly*, 68 (1), 14-15.

Tuñon, J. (2003). The impact of accreditation and distance education on information literacy. *Florida Libraries*, 46 (2), 11-14.

Viggiano, R. (2003). "Distance learners: not necessarily distant." *The Southeastern Librarian*, 51(3), 31-34.



Angst to Zest

Empowering the Non-traditional Student

LIRT Annual Conference Program
Orange County Convention Center 209 B
Sunday, June 27, 10:30 a.m.-12:00 noon

Join LIRT for practical approaches using adult learning theories in the development of effective library instruction. Keynote speaker, **Dr. Phyllis Bebko**, Florida Atlantic University, addresses adult learning theories while librarians, **Judi DeLisle**, Valencia Community College, and **Deborah Anderson**, Brevard Community College, Palm Bay Campus, share their experiences and advice in developing exciting and creative instruction programs for non-traditional students.

For more information about the LIRT conference program, visit:
<http://www3.baylor.edu/LIRT/program.html>.

Dear Tech Talk— Administrators in the library where I work have been enthusiastically discussing the potential of DSpace, but it's not entirely clear to me what DSpace is, how it relates to libraries, and – more specifically – how it relates to the reference and instruction services that I provide. —Desiring DSpace Details

Dear DDD— DSpace (<http://www.dspace.org/>) is “an open-source institutional repository for digital materials”. (Smith 2002) MIT, in an alliance with Hewlett Packard, developed DSpace both to address the institutional repository needs of MIT and to provide a freely available (open source), standards-based, interoperable system that other research institutions can use to implement their own institutional repositories. The DSpace vision is, “A federation of systems makes available the collective intellectual resources of the world’s leading research institutions.” (<http://libraries.mit.edu/dspace-mit/what/definition.html>) Since its release in November 2002 many national and international institutions have joined the DSpace Federation and have started implementing their own repositories using the DSpace technology.

Before discussing DSpace any further, it is useful to have a clear understanding of what constitutes an “institutional repository”. SPARC has defined institutional repositories as “digital collections that **capture** and **preserve** the **intellectual output** [my emphasis] of university communities. . . they provide a central component in reforming scholarly communication by stimulating innovation in a disaggregated publishing structure; and they serve as tangible indicators of an institution’s quality, thus increasing its visibility, prestige, and public value”. (Crow “The Case for Institutional Repositories” 2002) Therefore, an institutional repository provides a research institution with a system that can capture, store, describe, and organize the scholarly output of the institution’s teachers, students, scholars, and researchers. Institutional repositories also provide mechanisms that preserve both the content and the access to it – no matter what the format – for an undefined period of time.

To help define “institutional repository” further, Crow identifies four essential elements that set up the framework of an institutional repository:

1. **Institutionally defined** – They hold the intellectual property from all fields in the university, as opposed to being driven by discipline or thematic orientation;
2. **Scholarly** – They won’t contain every single resource produced at an institution;
3. **Cumulative and perpetual** – Resources submitted can’t be withdrawn (except under rare instances) and will be preserved, with long-term access;
4. **Open and interoperable** – No or low-barrier access to the resources in the repository by users not

affiliated with the institution. (Crow “The Case for Institutional Repositories” 2002)

And what is considered “intellectual output”? “Intellectual output” is the research and teaching content produced by those who work at or attend research institutions. However, the specifics of this content vary from institution to institution and can include any of the following: articles, preprints, working papers, technical reports, conference papers, books, theses and dissertations, audio and/or video materials, data sets, computer programs, lecture materials, instructional modules, web pages, visual simulations or models, student portfolios or projects, and more. Much of this content – especially the print content – falls within the realm of “gray literature”. These resources may be in print (papers, books), or analog formats (audio or video), or they may have been “born digital” (instructional modules, computer programs, data sets). However – no matter what the original format might be – within an institutional repository, the long-term format for these resources will be digital.

In answering the question of how libraries relate to DSpace one only has to look at the “mission” of libraries throughout time. Libraries have been the primary repository of intellectual content – manuscripts, books, journals, audiovisuals, photographs, etc. Through the ages, libraries have “captured”, stored, described, organized, and preserved intellectual content, as well as provided long-term access to that content. Consequently, it’s only natural that libraries and librarians would be among the leaders as institutional repositories are developed and implemented. What other group has been so concerned with or knowledgeable about issues associated with long-term storage and access? “Digital” is simply another format to be preserved so the intellectual content is accessible by future generations.

Librarians, however, cannot develop institutional repositories single handedly. There are two other key populations: administrators and faculty. Without the support and active participation from both of these groups, any attempts to develop an institutional repository will most likely fail. Unfortunately, both administrators and faculty have non-trivial concerns about institutional repositories, including: current and long-term financial costs, impact on traditional publishing processes, a perceived lower status because of a potential lack of peer review, potential for intellectual property and copyright abuse, added workload for faculty who already feel over burdened and other concerns. Therefore, it’s essential for these two groups to see and understand the benefits of institutional repositories. An excellent resource for dealing with these concerns and issues is the [SPARC Institutional Repository Checklist & Resource Guide](#). This publication identifies appealing benefits of institutional repositories and provides useful discussion points and resources designed to encourage cautious administrators and faculty to

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consider the benefits of institutional repositories. A key point is to entice faculty to use the institutional repository because of perceived benefits – as opposed to an administration that mandates the use of an institutional repository by faculty.

One more comment before shifting the discussion back to DSpace – in addition to DSpace, there are other viable solutions for implementing an institutional repository, including the ones listed below:

- ARNO (Academic Research in the Netherlands Online) Project – <http://www.uba.uva.nl/arno/>
- CERN Document Server Software (CDSware) – <http://cdsware.cern.ch/>
- Eprints – <http://software.eprints.org/>
- Fedora – <http://www.fedora.info/>
- I-TOR (Tools and technologies for Open Repositories) – <http://www.i-tor.org/en/>
- MyCoRe – <http://www.mycore.de/engl/>

These institutional repository software solutions, like DSpace, are all available through an open source license, comply with the latest version of the Open Archives Initiative metadata harvesting protocol, and are currently released and publicly available. (Open Society Institute 2004) The Open Society Institute has published [A Guide to Institutional Repository Software](#) that discusses these different programs (including DSpace) and provides some valuable comparison charts. This guide is an excellent resource for a quick overview of the differences between these programs.

If DSpace isn't the only option available, then why is there so much hoopla about DSpace? The beauty of DSpace is that it "is the first digital repository to address the myriad issues inherent in a multi-disciplinary archive". (<http://dspace.org/faqs/>) DSpace was designed to serve multiple diverse communities within a single institution. Each community can provide different collections which contain a variety of files – since DSpace can accept any type of format. These communities can be designed around any cohesive group – an academic department, a research center, an organization, etc. The collections can be unique to a single community or shared among communities – whatever is appropriate for that collection. The collections can be searched or browsed within a specific community or as a whole across all of the communities. DSpace uses an easy submission processes. Each community manages its own submission process – independent of the processes used by any other community. The underlying technology in DSpace uses an approved version of Dublin Core to organize the data and ensures that each object has a unique persistent identifier, using the CNRI (Corporation for National Research Initiatives) Handles System. (<http://www.handle.net/>) DSpace is OAI (Open Archives Initiative protocol) compliant so harvesters can pull the metadata from a DSpace system and make it available through resources like OAIster (<http://oaister.umdl.umich.edu/>) – if desired. DSpace offers

important preservation capabilities because it focuses on two levels of digital preservation: "Bit" preservation – not a single 0 or 1 is changed over time and "functional" preservation – the file changes over time so the resource remains immediately useable. (<http://dspace.org/faqs/>) In short, DSpace offers a tremendous amount of flexibility and yet remains firmly rooted in standards-based underpinnings.

Instructional and reference librarians in any type of library need to be aware of initiatives like DSpace because these repositories will be valuable sources for information, and in many instances, they may provide access to a new kind of "primary" research literature. A variety of archive collections (arXiv.org ePrint Archive – <http://arxiv.org/> or the Open Video Project – <http://www.open-video.org/> – to name two) already serve as sources for the often-difficult-to-find gray literature. However, as these individual repositories grow, what librarian or researcher will want to sift through individual repositories – one by one? Librarians and others will be much better served if there are only a few places where they can look for this type of information. OAIster is one of these tools. It now appears that another tool may be available through Google. In early April, the [Chronicle of Higher Education](#) reported that Google has teamed up with 17 universities around the world (that use DSpace) "to provide a way to search the institutions' collections of scholarly papers." (Young 2004) Most likely, this option will display on the "Advanced Search" Google page – where Google has already made it very easy to search the web site of a specific college or university.

Now is the time to become familiar with DSpace and other institutional repositories. Below is a list of some institutions currently implementing DSpace. Those marked with an asterisk are the ones participating in the Google initiative. Those in bold are "part of the one-year research study of the DSpace Federation Project." (<http://dspace.org/federation/project.html>)

- *Australian National University – <http://dspace.anu.edu.au/>
- **Cambridge University** – <http://www.lib.cam.ac.uk/dspace/>
- ***Cornell University** – <http://dspace.library.cornell.edu/>
- *Cranfield University – <http://dspace.lib.cranfield.ac.uk/>
- Drexel University – <http://dspace.library.drexel.edu/index.jsp>
- *European University Institute – <http://cadmus.iue.it/dspace/>
- *Hong Kong University of Science and Technology – <http://repository.ust.hk/index.jsp>
- *Indiana University – Purdue University at Indianapolis – <https://dspace.iupui.edu/>
- *Minho University – <https://repositorium.sdum.uminho.pt/>
- ***MIT** – <https://dspace.mit.edu/>
- ***Ohio State University** – <https://dspace.lib.ohio-state.edu/index.jsp/>

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- *Parma University – <http://dspace-unipr.cilea.it:8080/>
- ***University of Arizona** – <https://dlearn.arizona.edu/>
- *University of Calgary – <https://dspace.ucalgary.ca/>
- University of Cambridge – <http://www.lib.cam.ac.uk/dspace/>
- University of Kansas – <https://kuscholarworks.ku.edu/index.jsp>
- University of North Carolina School of Information and Library Science – <http://etd.ils.unc.edu:8080/dspace/>
- *University of Oregon – <https://ir.uoregon.edu:8443/dspace/>
- ***University of Rochester** – <https://dspace.lib.rochester.edu/>
- ***University of Toronto** – <https://tspace.library.utoronto.ca/>
- ***University of Washington** – <https://digital.lib.washington.edu/dspace/>
- *University of Wisconsin – <http://dspace.library.wisc.edu/dspace/>
- Vanderbilt University – <http://www.library.vanderbilt.edu/dspace/>

If your institution is ready to implement an institutional repository – whether using DSpace or another system – there are some materials that are mandatory reading. In addition to the [Guide to Institutional Repository Software](#) and the [SPARC Institutional Repository Checklist & Resource Guide](#) mentioned above, one other highly recommended resource is [The Case for Institutional Repositories: A SPARC Position Paper](#). Other resources that will help with implementation are listed below:

- Distribution License: DSpace: MIT Libraries – <http://libraries.mit.edu/dspace-mit/mit/policies/license.html>
- In-Depth DSpace Training Plans: Implement DSpace: Dspace Federation – <http://www.dspace.org/implement/in-depth-training.html>
- License Agreements (other sample license agreements) – <http://www.lboro.ac.uk/departments/ls/disresearch/romeo/Romeo%20Licences.htm>
- Links Useful During DSpace Installation at KU (University of Kansas) – <http://www.cc.ku.edu/~grobe/dig-lib.html>
- Marketing Lessons Learned: Implement DSpace: Dspace Federation – <http://www.dspace.org/implement/marketing-lessons.html>
- OAI Harvester Plug-In for DSpace – <http://kepler.cs.odu.edu:8080/kepler/dspace/index.html>
- Planning for and Implementing DSpace: DSpace Federation – <http://www.dspace.org/implement/>
- University of Tennessee SunSITE – Dspace for Dummies Using Apache, Tomcat, mod_webapp, and a Handle Server – <http://sunsite.utk.edu/diglib/dspace/>

Also, consider subscribing to one or more of these DSpace mailing lists (<http://dspace.org/feedback/mailling.html>):

- DSpace General Discussion List – For general discussion and information sharing.
- DSpace Announcement List – A one-way list for software updates and announcements about the DSpace Federation
- DSpace Technology List – For DSpace developers to ask installation questions and share information

All indications are that institutional repositories will be a major part of the next wave of knowledge management – many will grab a surfboard and try to catch that wave. The EDUCAUSE Evolving Technologies Committee stated, “We expect that institutional repositories will soon become a significant focus of most higher education institutions within three years.” (EDUCAUSE Evolving Technologies Committee 2003) However, as librarians, faculty, IT personnel, and administrators start toward the water, they should also heed the words of Clifford Lynch: “Stewardship is easy and inexpensive to claim; it is expensive and difficult to honor, and perhaps it will prove to be all too easy to later abdicate. Institutions need to think seriously before launching institutional repository programs.” (Lynch 2003) At this point in time, the DSpace system and Federation appear to have a very viable foundation and structure so that those using DSpace will be well positioned to catch and ride the coming waves.

Additional Resources:

- Chang Sheau-Hwang. “Institutional Repositories: The Library’s New Role.” [OCLC Systems & Services](#) 19.3 (2003): 77-79.
- Crow, Raym, SPARC (Organization) and Association of Research Libraries. [The Case for Institutional Repositories: A SPARC Position Paper](#). Washington, D.C.: SPARC: [Hosted by the Association of Research Libraries, 2002. http://www.arl.org/sparc/IR/IR_Final_Release_102.pdf
- [SPARC Institutional Repository Checklist & Resource Guide](#). Release 1.0 ed. Washington, D.C.: SPARC, Scholarly Publishing & Academic Resources Coalition, 2002. http://www.arl.org/sparc/IR/IR_Guide_v1.pdf
- FAQ: DSpace Federation <http://dspace.org/faqs/>
- Features: DSpace: MIT Libraries <http://libraries.mit.edu/dspace-mit/technology/features.html>
- EDUCAUSE Evolving Technologies Committee. [Institutional Repositories: Enhancing Teaching, Learning, and Research](#). 2003. <http://www.educause.edu/ir/library/pdf/DEC0303.pdf>
- EPrints.org “I-worry-about...” 31 prima facie concerns” <http://www.eprints.org/self-faq/>
- Johnson, Richard K. “Institutional Repositories: Partnering with Faculty to Enhance Scholarly Communication.” [D-Lib Magazine](#). <http://www.dlib.org/dlib/november02/johnson/11johnson.html>
- Lynch, Clifford A. “Institutional Repositories: Essential Infrastructure for Scholarship in the Digital Age.” [portal: Libraries & the Academy](#) 3.2 (2003): 327. http://muse.jhu.edu/journals/portal_libraries_and_the_academy/v003/3.2lynch.pdf
- “MIT’s Dspace Experience: A Case Study” <http://www.dspace.org/implement/case-study.pdf>
- Marx, Vivien. “In DSpace, Ideas Are Forever.” [New York Times Magazine](#) 152.52564 (2003): 8. <http://www.library.yale.edu/~llicense/ListArchives/0308/msg00014.html>
- Open Society Institute. [A Guide to Institutional Repository Software](#). 2004. http://www.soros.org/openaccess/pdf/OSI_Guide_to_Institutional_Repository_Software_v2.pdf

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Policies + Guidelines: DSpace: MIT Libraries <http://libraries.mit.edu/dspace-mit/mit/policies/>

Prosser, David. "Institutional Repositories and Open Access: The Future of Scholarly Communication." *Information Services & Use* 23.2/3 (2003): 167.

Reiner, Laura, and Allen Smith. "Digital Libraries." *Journal of Academic Librarianship* 29.1 (2003): 60.

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Shearer, M.K. "Institutional Repositories: Towards the Identification of Critical Success Factors." *Canadian Journal of Information & Library Sciences* 27.3 (2002): 89.

Shigo, Kimberly. "Research Libraries Collaborate on DSpace." *Computers in Libraries* 23.4 (2003): 8.

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Swartz, Nikki. "MIT's Super Archive." *Information Management Journal* 37.2 (2003): 18.

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Young, Jeffrey R. "Google Teams Up With 17 Colleges to Test Searches of Scholarly Materials." *Chronicle of Higher Education* (2004). <http://chronicle.com/free/2004/04/2004040901n.htm>

—"Superarchives' Could Hold All Scholarly Output." *Chronicle of Higher Education* 48.43 (2002): A29. <http://chronicle.com/weekly/v48/i43/43a02901.htm>

As always, send questions and comments to:

Snail Mail: Tech Talk
Billie Peterson-Lugo
Moody Memorial Library
P. O. Box 97143
Waco, TX 76798-7143

E-Mail: Billie_Peterson@baylor.edu



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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 Orlando. Pick a time that you're free and send your name and contact information to:

Donna Kanapes
Public Relations/Membership Committee Chair
dkanapes@yahoo.com.

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*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!



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.

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 conference attendees a listing of instruction-related programs and meetings at ALA Conferences.

Long Range Planning - Develops short and long range plans for LIRT. Implements planning and operations for the activities of

LIRT. Chaired by president-elect.

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

Nominations, Organization & Bylaws - Reviews, revises, and updates the organization manual of LIRT. Recommends to the Executive Board, and through it to LIRT members, the establishment, functions, and discontinuance of committees and task forces. Maintains the Constitution and Bylaws of LIRT and recommends amendments to those documents. Prepares a slate of candidates for LIRT offices and maintains records on procedures, candi-

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>

Committee Volunteer Form

If you are interested in serving on a LIRT committee, please complete this form and mail it to the Vice-President/President Elect of Lirt:

Cynthia Akers, University Libraries and Archives
Emporia State University, 1200 Commercial,
Campus Box 4051, Emporia, KS 66801-5092
620.341.5480
Email: akerscyn@esumail.emporia.edu



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