



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

September 2005, volume 28, no.1

issn 0270-6792

From the President

by Carol Schuetz, Carol_Carson@baylor.edu

Hello from balmy Central Texas! I hope everyone has had a good summer so far and that those who attended ALA Annual had a safe and productive meeting. A new year is almost upon us. I would like to start by thanking those who served so ably in the past year. A big thank you goes to Cynthia Akers, our president for 2004-2005, and the excellent leadership she provided for LIRT in the past year. Thanks also go to Amy Wallace, secretary; Janet Sheets, treasurer; and Caryl Gray, vice treasurer/treasurer-elect as well as to the committee chairs for the leadership they provided in the past year. I want to say a special thank you to Stephanie Michel, immediate past president, and Anne Houston for the work on LIRT documents they did in the past year. Stephanie worked on updating the LIRT Manual and Anne worked on the Strategic Plan for LIRT. These are endeavors that will greatly benefit LIRT and all our members.

Congratulations to both Susan Sykes-Berry and 2005 Conference Program committee for a fantastic program for this year. LIRT's annual program, "Seamless Transitions to College: Creating Successful Collaboration

Programs" had engaging speakers and offered thoughtful insights to program attendees. For those who were unable to attend our annual program, please be sure to catch the article in this issue of our newsletter for the program summary. A big round of applause goes to Linda Lambert and the PR/Membership committee for a successful membership fair which was conducted directly before the program. This was a great way to tell people more about LIRT and to encourage membership in our organization.

The start of a new school year is an exciting time for most of us. New students, new chance, new opportunities – these are all waiting for us. For the New Year, involvement is the word I would like to leave on everyone's mind. If you have not already done so, take the time to become involved in LIRT. You can do this in many ways. Please consider writing an article for the LIRT Newsletter. We are always looking for new ideas and new experiences that people can share. Jeff Knapp, our new editor, would be happy to hear from you. You might consider joining a LIRT committee. We welcome new members and are always on the look out for new leadership people. Be sure to check our volunteer form for the list of committees to see what might interest you. If you are already a member of LIRT, encourage colleagues to join. Share your LIRT Newsletter or email them the link for the online edition. We have a great organization and that is due in large part to you, the members of LIRT. Don't be afraid to spread the word and become involved!

Hello/Goodbye



Hello to LIRT, and I hope that various parts of the country are enjoying more moderate temperatures by the time this column appears! As I write, our library is preparing for the return of students and faculty to Emporia State for the fall semester. Our instruction librarians begin almost immediately with a library orientation for new faculty and an introduction to library services for new library science students.

As we know, instruction never really takes a break! Attendance at conferences helps us to see this reality as we visit with our colleagues and learn more about their library instruction objectives and activities for their unique groups of patrons.

A medical situation prevented me from attending ALA Annual this year, but I know LIRT had an outstanding presence at our Membership Fair and Conference Program. In turn, Carol Schuetz and our other new LIRT

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From the Editor

I returned from Chicago on June 27, and I think I stopped sweating on or about July 3 (thanks to the wonder of air conditioning). . . All those who were in the Windy City for ALA Annual 2005 know that it was HOT!

But before I go on, though, allow me to introduce myself—I won't take up too much space here, because Susan Metcalf has featured me in this issue's "Member A-LIRT" column. My name is Jeff Knapp, and I am the new editor of *LIRT News*. I am the Reference and Instruction Librarian at Penn State Altoona and am relatively new to the profession. I'd like to thank my predecessor, Caryl Gray, for helping me to get started, and Carol Schuetz, our current LIRT President (and acting *LIRT News* Production Editor), for helping me to get my first issue of the ground.

As I'm writing this, I am preparing for an exciting trip: My wife and I are traveling to China for three weeks, where we will be adopting a little girl. This is a first trip to Asia, and first child, for both of us. We will be visiting Beijing and Hong Kong for some sightseeing prior to going to Guangzhou, where the adoption will take place. After that, I'm sure we'll be occupied with playing the role of nervous first-time parents! I'll be sure to share some of my experiences in the next issue.

It's been wonderful getting to know many of you and all of the great work you're doing in the realm of Library Instruction. I would like to encourage everyone to submit articles to *LIRT News*—even if it's just three or four paragraphs, I'd be happy to work with you to get it in these pages. Tell us what you're working on! It could be an instructional strategy that worked particularly well for you, or an interesting conference you attended recently. Remember, what's unremarkable to you might be of interest or of use to someone else.

I am very much looking forward to working with you all in the future! Now, since we have a lot of great info in this issue, I'll get out of the way and let you get reading.

Jeff Knapp

Congratulations

Congratulations to LIRT Teaching, Learning, and Technology Committee member Corey Johnson.

Corey and his wife, Monica, welcomed their brand new son, Clayton "Clay" Arthur Johnson, on June 9 (7 lbs., 7 oz. and 19 inches.) Mom, Dad, and young Clay are all doing well!

Past President

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officers and committee chairs are already working hard to determine the future of LIRT in the whole of ALA.

It's been a great year as President and I am deeply appreciative of the 2004/05 LIRT officers and committee chairs for everything they have done for our round table! Most of all, I thank YOU who belong to LIRT and believe so strongly in the concept and practice of library instruction for all populations. You make our round table a welcome and collegial environment for lifelong learning.

Cynthia Akers
ALA-LIRT Past President, 2005/06



**The
LIRT
Online Newsletter**

The LIRT Online Newsletter!

Find it at

<http://www3.baylor.edu/LIRT/lirtnews/>

LIRT News is published quarterly (September, December, March, June) by the Library Instruction Round Table of the American Library Association. Copies are available only through annual ALA/LIRT membership.

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

Editor: Jeffrey A. Knapp, Associate Librarian
Penn State University Libraries

208K Paterno Library, University Park, PA 16802

Contributions to be considered for the December 2005 issue must be sent to the editor by October 15, 2005.

Send claims to Darlena Davis, HRDR, 800-545-2433, X4281, American Library Association, 50 E. Huron Street, Chicago, IL 60611.

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Seamless Transitions to College: Creating Successful Collaboration Programs

Summary by
Carla Robinson, Florida Atlantic University
and
Kara Gust, Michigan State University

Susan Sykes Berry, Chair of the Conference Program Committee, welcomed the audience to the LIRT's 2005 annual program on Sunday, June 27.

Carol Carson Schuetz, LIRT Vice President/President Elect, standing in for Cynthia Akers, LIRT President, thanked those responsible for the Membership Fair and program, and welcomed the speakers.

Susan Sykes-Berry introduced the panel of speakers: Julie Hyde-Porter, a school teacher librarian, and Susan Roberts, a Social Studies teacher and library liaison from Cherry Creek High School in Denver, Colorado; James Krusling, First Year Experience Librarian from the University of Cincinnati; and Aaron Schmidt, a Reference Librarian from Thomas Ford Memorial Library.

Susan Roberts and Julie Hyde-Porter began their presentation by stating that faculty and students need to learn to be more discriminating and evaluative. Looking at pictures from a bygone era of teaching in a factory/agricultural society, she asked, "Where's the energy? Where's the fun?" We are used to a system of pounding information into students, but today's information age demands so much more that we need to develop a new model of teaching. We need to ask more open-ended questions, and get high schools advocating critical thinking skills just as much as colleges.

Today's students need to be responsible and most especially develop a connection to their own learning through their 1) Heart—connection with others 2) Head—critical thinking/discipline and 3) Soul—passion for learning. Hyde-Porter also focused on how essential it is for the students to be introduced to the human resources available to them in the library and the importance of communication and continual feedback—what does the teacher do? What does the library do? In addition, she stressed the important process of collecting and evaluating sources using these steps: Select—Read—Think—Take notes—Read. Students also need to be able to ask themselves "What am I missing?" or "Is there another source I could be using?" Finally, evaluation is essential. She ended with this quote: "The person, who knows *what*, can do the task. The person, who knows *how*, will be in charge." Roberts and Hyde-Porter also demonstrated how, for their library media center sessions, they use a planning document that clearly establishes the responsibilities of the teacher/librarian, as well as the objectives for the assignment.

Aaron Schmidt focused on how public libraries can help make teenagers less intimidated about using libraries, including college libraries. He opened his presentation, entitled "Of Horses and Water," by demonstrating that in teen-speak, B.I. =ZZZZZZZZ—meaning, a time to take a

nap. To counter this notion and teens' perceptions of the library, Schmidt offered the following suggestions:

- 1) Try to create a learning environment.
- 2) Try to create a teen-friendly library: food and drinks; remote access databases; instant messaging; games in the library. Convey the atmosphere that "We're friendly."
- 3) Try to be user-centered. If teens are in the library, they are willing . . . so don't blow it! Teens are easily turned off by attitudes.
- 4) Deliver the goods—don't be afraid to leave the reference desk and make a personal connection. Provide additional support through IM, e-mail services, and perhaps even blogs.

James Krusling spoke about information literacy efforts between high school students and college librarians. He developed a relationship with a local high school in which students were given a science research project and a list of libraries they could use to complete the project. Many of the high school libraries no longer have librarians so this was a welcome relationship. He also spoke about how teens tend to have a high degree of tech savvy, and a low degree of information savvy. We need to address the weakness of info savvy. He reinforced that library instruction for this user group should be fast-paced and hands on. Consulting with teaching faculty and gathering feedback from them is crucial for success. The effect of collaboration produces some data, but not a perfect measure. The measuring suffers from the short amount of time teachers have with students. The good news is that collaborations are increasing, but we need to find an effective way to measure effects.

After the speakers completed their presentations, the audience participated in a question and answer session, and then Susan Sykes-Berry closed the program with a thank you to the speakers and to the audience.

Congratulations !

Congratulations to LIRT secretary, Amy Wallace.

Amy has a new daughter, Ryan Michele,
born July 19, 2005, weighing in at 8 lbs. 6oz!!!



Member A-LIRT

Jeff Knapp



Jeff Knapp, like many in our profession, combines a love of information with a variety of interests and experiences. After receiving his BA in Foreign Service and International Politics and a Minor in History, he put his liberal arts degree to work in the marketing and service departments of a large corporation. A stint as a “weatherman” followed—but behind the scenes as an operations project manager—he didn’t get to point at maps on TV. After seven years in corporate America, Jeff acted on his information passion (he is self-proclaimed zealot) and earned his MSLS from Clarion University of Pennsylvania. In 2004, shortly after he received his library degree, he joined LIRT and jumped right on to the Newsletter committee. His enthusiasm and warm personality caused him to quickly rise up to chair the Newsletter Committee and with serve as Editor of *LIRT News*.

Jeff says he has always been interested in instruction, and that it is very important to the profession. In fact he started teaching at his first library job—as Teaching Assistant at Penn State University at University Park. The course was

entitled *Library Studies 470—Research Methods for Law and Government Information Resources*, and he has adapted the course for online delivery and currently teaches it for Penn State’s World Campus. This year, Jeff completed a temporary appointment as Assistant Social Science Librarian at PSU, and is now Reference and Instruction Librarian at Penn State Altoona. In addition to his work with LIRT, Jeff was elected Secretary of the International Documents Task Force of the Government Documents Round Table.

Despite his foreign service and international political undergraduate background, Jeff and his wife, Bobbi have spent much of their lives in the Northeast. They are, however, adopting a little girl from China and will travel there this summer. In his free time, which will undoubtedly dwindle after the arrival of his daughter, Jeff enjoys collecting music. His tastes run the gamut, from Harry Belafonte to the Clash. Now he’ll have to bring his reference and research skills to the forefront and locate lullabies!



Non-LIRT Program Summaries

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discussion on how six of the participating institutions used their report was the focus.

Session three, from 4:00–5:00 p.m., then addressed the questions of: “What have we learned?” and “Where do we go from here?” Some lessons learned by the architects of SAILS: Some things cannot be tested; it is difficult to write items to range from easy to difficult; Information Literacy is multifaceted and its parts are not necessarily interrelated; and the Project has provided good data that can now be looked at in developing a better test.

The question of whether or not SAILS is measuring what they think they are measuring is still to be determined. An in-depth summer analysis of the past three Project Phases will, hopefully, answer this question and more.

SAILS’ future includes a reengineering of the current system to make it a completely automated one; the timeline for this will run from September to a conclusion by ALA Annual 2006. The future of SAILS and SAILS testing will be announced by Spring 2006. Interested parties are invited to keep checking the website at ProjectSails.org.

Summary by Cynthia Dottin, LIRT Liaison Committee

Please join us!

Write an article

Volunteer for a committee

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





by Sharon Ladenson,
(ladenson@mail.lib.msu.edu)

Check These Out!

As the "Check These Out" columnist, I am happy to review recent literature on information literacy and library instruction. The articles listed in this column focus on information literacy and the free Web. How effective are the research methodologies used for assessing instruction on Web resources? What are some new ways of teaching students to critically evaluate Web sites? How can librarians use Google to teach information literacy concepts? Check these out, and enjoy!

Buschman, J. & D.A. Warner. "Researching and shaping information literacy initiatives in relation to the Web: some framework problems and needs." The Journal of Academic Librarianship 31.1 (2005): 12–18.

Buschman and Warner question the framework and conclusions of selected studies on information literacy initiatives specific to the free Web. Warner's previous research illustrates that information literacy skills are substantially difficult to acquire, and, consequently, she and Buschman question the positive and optimistic conclusions of previous studies. The authors also contend that some of the research methodologies used in previous studies are questionable; for example, some researchers have relied excessively on students' own assessment of their skills and abilities (which can be very misleading). After examining several recent research articles on instruction and the free Web, Buschman and Warner determined that the data in the studies illustrated some significant problems (despite the positive conclusions presented). For example, one article illustrated that after learning about information literacy concepts and library resources in a three-phase university program, business students still relied on free Web resources for research over half of the time. The authors urge researchers to expand the framework for conducting research on information literacy. Critical issues, such as the commercial nature of the Web (and effect of Web advertising on search results) have not been addressed adequately in the literature. Consequently, Buschman and Warner assert that the framework for analysis of information literacy and the free Web should take into account broader issues (such as the social and economic context that shapes the free Web).

Crespo, J. "Training the health information seeker: quality issues in health information Web sites." Library Trends 53.2 (2004): 360–74.

According to numerous recent studies, the number of people who use the free Web to locate health information has increased substantially. However, studies also indicate that large numbers of users do not check facts or verify sources of online health information, and that such users conduct simple (one-word) searches, and limit themselves to the first page of results. This is problematic, particularly since numerous studies have determined that a considerable amount of health information available on

the free Web is of questionable quality. Consequently, health information seekers must acquire key information literacy skills. Crespo describes numerous resources for educating health information seekers, such as (among others): The American Accreditation Healthcare Commission, which has a rigorous accreditation process for Web resources (the commission developed a set of more than fifty standards for evaluating sites) and the Centre for Health Information Quality, which has developed guidelines and instructional tools for evaluating Web resources. Crespo asserts that it is critical for librarians to educate users about the contextual environment of health information sources.

Ghaptery, J. "There's an 800-pound gorilla in our stacks: an information literacy case study of Google." College & Research Libraries News 65.10 (2004): 582–84.

Ghaptery describes a Virginia Commonwealth University (VCU) honors course focusing on Google and information literacy. The course covered topics such as (among others) an overview of core information literacy concepts, techniques for searching and evaluating information from Google, business aspects of Google, and ethical and social aspects of Web searching. When completing course projects, some students focused on Google and library resources and/or information literacy concepts (such as a comparison of Google and library online catalog interfaces) while other student projects focused primarily on the search engine itself (such as an analysis of Google advertising). Other assignments specifically required students to analyze Google services within the context of information literacy concepts. For example, students were required to describe and analyze a Google service (such as News Alerts or Froogle), and relate the service to an aspect of the ACRL approved "Information Literacy Competency Standards for Higher Education." The article cites the URL for the course syllabus: http://www.people.vcu.edu/~jghapter/google_syllabus.html

Meola, M. "Chucking the checklist: a contextual approach to teaching undergraduates Web-site evaluation." portal: Libraries and the Academy 4.3 (2004): 331–44.

Meola asserts that librarians should move beyond teaching the "checklist" method of evaluating Web resources. The method includes specific criteria for assessing resources, such as "accuracy, authority, objectivity, currency, and coverage." The author states that proponents of the method communicate false assumptions about the Web. For example, when some checklist method proponents assert that the Web is devoid of standards, they neglect to recognize that plenty of peer-reviewed journals and other subscription resources are now available electronically. Also, while some checklist proponents assume that students rarely recognize fraudulent web sites, a 2001–

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Committee Conference Reports

Adult Learners Committee

Carole R. Burke, Chair

The Adult Learners Committee welcomed some new members to the fold since Mid-Winter and they were introduced to the rest of the committee.

Completed goals from last year were discussed, including the Mid-Winter Discussion Group, articles for *LIRT News*, and updated Adult Learners Resource web pages.

Suggestions for 2005/2006 goals were discussed, including a survey, co-sponsor presentation, and enhancements to the committee's web pages. Also considered were articles for *LIRT News*, notable instruction practices for adult learners, and moving the listserv.

The goals decided on for 2005/2006 are to prepare articles for *LIRT News*, the notable practices web pages, and to investigate survey possibilities.

Conference Program Committee

Sue Sykes Berry, Chair

The first part of the meeting was spent in preparation of the following day's LIRT program, followed by a discussion of the need to split the chair's job into a co-chair arrangement, with one person being in charge of the next year's program and the other person having the responsibility for the program two years forward. This was deemed a good compromise, considering the changes that ALA has instituted. Julie Elliott and Kara Gust agreed to be the co-chairs, with Julie doing the 2006 conference and Kara doing the 2007.

The second half of the meeting was spent with the Teaching, Learning, and Technology Committee in discussion of the conference program for 2006. Some vendors are in place, but they need to be firmed up by October 1st. Conference Committee will be responsible for the E-poster sessions and will send a message to listservs in November asking for submissions.

Conference Committee is considering two speakers: Tim Magee, from the University of Philadelphia, or Dr. Scott Brandt, who has just written a book on instructional design. The committee is leaning towards Brandt as first choice. The speaker will speak first for about 45 minutes, followed by the technology fair with the E-posters.

Topic ideas for the 2007 program were discussed, including the ETS testing service, the program from the user's view, federated searching, and the redesign of teaching spaces for the "electronic generation."

Liaison Committee

Lori Critz, Chair

The Liaison Committee reviewed the list compiled by the Committee Chair, Lori Critz, of non-LIRT instruction-related

programs and meetings at ALA Annual 2005. Each member present then committed to attend and provide summaries of two such programs for *LIRT News*. The Chair will then compile, edit, and submit the summaries to the editor of *LIRT News*.

The Committee also reviewed their proposed charge document, which delineates the new liaison roles the Committee has been assigned as a result of the strategic changes adopted after the LIRT Retreat. This document was submitted to Steering for approval.

Long-Range Planning Committee

Anne Houston, Chair

The draft of the LIRT strategic plan was finished. Anne Houston will make some suggested changes and send the final version of the draft out to the Committee, after which it go to the Steering and Executive Committees for discussion. Ultimately the plan should be added to the LIRT web site and revisited regularly by the members of this Committee.

Stephanie Michel suggested that an ad hoc committee be formed to recommend future directions for the LIRT archives. This committee could include the current Archivist, Webmaster, and Incoming Past President. We hope that the committee can make a recommendation by Mid-Winter. Stephanie will take the proposal to the Executive Committee.

Note: This Committee met with the Organization & Bylaws Committee, since these two committees have been combined into Organization & Planning.

Newsletter Committee

Caryl Gray, Chair

The meeting was devoted to transitioning leadership of the committee. During Executive Committee I, Jeffrey Knapp was approved as committee chair and *LIRT News* editor.

Newsletter deadlines (submission to the editor and content to the production editor) were reviewed, as were the guidelines and content for each issue. Information related to the newsletter has been included in the revised LIRT Manual.

Carol Schuetz graciously agreed to continue as Production Editor until an interested person familiar with PageMaker and newsletter layout can be identified. Finding a replacement is a very high priority, since Carol is the new LIRT President. Any LIRT members who are interested, or who know a qualified individual are encouraged to contact Jeff Knapp, the new Chair of the Newsletter Committee.

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Committee Conference Reports

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Public Relations/Membership Committee

Linda Lambert, Chair

Sharon Chadwick reported on the low attendance (15 or less) at Bites with LIRT for the past few years. Several options for changing the existing format were discussed. It was agreed that one possible solution to low numbers is to choose only one restaurant per day. The Committee still believes that Bites with LIRT is a good way for librarians to get together in small groups and to find affiliation with each other. Someone will need to be appointed to continue organizing Bites with LIRT, as Sharon's term expires at the end of Annual.

Susan Metcalf will cover the next Member A-LIRT column for the September 2006 issue. After that time, the new chair will need to ask for coverage for future issues starting with the December issue and featured members for the coming year.

Susan Metcalf will email a copy of the letter formerly sent to people who visited the booth to people who leave business cards in the fishbowl during the program and LIRT Membership Fair. The letter will need to be edited to be applicable to the new Membership Fair, but it is essentially the same.

Details of the Membership Fair were discussed. The Committee decided to meet at 8:00 a.m. to allow enough time to unpack the trunk and boxes sent from ALA Headquarters. Linda Lambert announced the raffle prizes: Four books donated by Marilyn Whitmore to be bundled in two prizes; three *LOEX Conference Proceedings* donated by Pierian Press; two Barnes and Noble gift certificates; and two LOEX annual memberships. Deb Biggs Thomas suggested that we provide recognition to the givers of the prizes. Winners will need to be present to win, and their names will appear in *LIRT News*. Delia Carruthers will bring balloons.

A new committee chair is needed for the coming year, since Linda Lambert's term expires after Annual. After being recommended by several committee members, Delia Carruthers said she said she would consider the position.

Research Committee

Dr. Linda K. Colding, Chair

Members discussed the Committee's charge and how they can further their responsibilities. One idea was to create a list of instructional programs, based on program type, e.g., curriculum-integrated program, one-time 50-minute sessions, or a library for-credit course. The data for this project could come from a survey to be developed by the committee.

It was also suggested that a website be developed to allow for easy access to the instruction community.

The Committee also distributed a bibliography that supported the Conference Program, and will do the same for the 2006 Program.



Top 20 Committee

Ericka Arvidson Raber, Chair

Following the recommendations of this Committee, the LIRT Continuing Education Committee has officially been renamed the "Top 20 Committee."

Items discussed included the money available for committee use, archiving of LIRT documents, the change in Conference Program schedule, opportunities for future LIRT office positions, and the upcoming technology showcase.

Completed goals include the LIRT Top 20, published in the June 2005 issue of *LIRT News*, and the contacting of the authors of Top 20 articles. Authors received a letter of congratulations and a copy of the issue.

For 2005/2006, Leslie Sult and Tiffany Hebb have agreed to serve as Co-Chairs. They may make some recommendations for the citation gathering process.

Bites with LIRT Announcement

Remember the . . .



. . . Midwinter Meeting is in San Antonio!

Plan ahead and join us for Bites with LIRT!

Meet fun people
Eat at interesting places
Enjoy great conversation

Watch for more details in the December issue of *LIRT News*.



Non-Lirt Programs Summaries

“Instructional Design: Tools, Techniques, and Strategies”

ACRL Instruction Section Preconference
Friday, June 24, 2005, 8:30 a.m.–4:30 p.m.

The ACRL-IS preconference opened with a keynote address by Jim Russell, Professor Emeritus from Purdue University. Dr. Russell’s talk, entitled “Designing Effective Instruction: It’s as Simple as 1, 2, 3!” presented a 3-step circular model of objectives, activities, and assessment as an easy, yet effective, instructional process. He also introduced the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) and gave some practical tips on developing usable objectives for library instruction, and on designing successful instructional activities that combine instruction techniques with both practice and a feedback mechanism. Following the keynote, attendees participated in break-out sessions focused on the design and development of instruction (within the ADDIE model); the fundamentals of evaluation (including evaluation of student learning, teacher effectiveness, effectiveness of materials, and overall program needs); and assessment of instructional programs at the curriculum level within an institution. The preconference closed with an interactive panel, led by the break-out session presenters, which gave attendees the chance to ask further questions and seek advice on instructional issues.

Summary by Lori Critz, LIRT Liaison Committee

“Teaching, Learning, and Leading: Key Roles for Librarians in the Academic Community”

ACRL Instruction Section
Sunday, June 26, 2005, 1:30 p.m.–3:30 p.m.

Awards for 2005 were presented: Ilene F. Rockman received the Miriam Dudley Instruction Librarian Award; the Innovation in Instruction Award was given to University of California, Berkeley, for their Library Prize for Undergraduate Research; and the Publication Award was given to Trudi Jacobson and Lijuan Xu for their book, *Motivating Students in Information Literacy Classes*.

Maryellen Weimer, Professor of Speech Communications at Penn State University and author of *Learner Centered Teaching* was the speaker. Dr. Weimer spoke about the necessity of changing five aspects of the classroom environment to promote learner-centered instruction:

- 1) Change the role of the teacher from simply telling students what to do, to helping them discover knowledge for themselves;
- 2) Change the balance of power from the current paradigm where teachers make key decisions for students, to allowing students to share in the decision making process;

- 3) Change content into a tool that can be used to help students develop learning skills, rather than a list of items that must be covered;
- 4) Create learning environments that motivate students to accept responsibility for learning, instead of current environments in which the students are reluctant participants in the learning process; and
- 5) Adopt evaluation activities that promote learning in addition to assessing what has already been learned.

The session featured a number of interactive components throughout and ended with a question and answer period.

Summary by Amy Kane, LIRT Liaison Committee

“Back to School: Teaching Information Literacy to Adults in Public Libraries, Academic Libraries, and Adult Distance Learning Centers”

RUSA
Saturday, June 25, 2005, 4:00 p.m.–5:30 p.m.

Brook Berry of the New York Public Library, Elizabeth Mulherin of University of Maryland University College (UMUC), and Robert Nelson of Long Island University Brooklyn Campus presented an entertaining session detailing the trials, tribulations, and successes of implementing information literacy initiatives for adult learners. The New York Public Library received a grant for its 2001 “Click On @ the Library” campaign, utilizing 90% consultants for the first two years and then transferring the workload to staff. Berry advised other libraries to ensure staff buy-in before delegating assignments.

Classes have been very successful with lines beginning at 5:30 a.m. for sign ups. Aggressive “guerrilla” marketing tools, including door knocker hangers and sidewalk chalk throughout the New York Housing Authority, resulted in raised awareness. The one unsuccessful demographic is the 19–34 Hispanic/African American male segment. The circulation of 99 laptops has been a success, but now the funding has expired; the laptops and 4,000 PCs need to be upgraded and the Library is hoping for public money to be invested.

UMUC provides distance education to a wide range of adult learners, ranging from first generation to Fortune 500 CEOs. Library resources and information literacy are promoted through the web, a course management link, and during faculty orientation. There is a FAQ for faculty with sample assignments, an online plagiarism tutorial with a completion certificate, and Turnitin software for faculty and students. Undergraduate and graduate students take credit information literature courses. Thousands of students have registered for the library’s free tutorial. The library is

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Non-LIRT Program Summaries

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offering e-mail and virtual reference 24/7, looking at more self-service tutorials and developing learning objects for faculty and more interactive activities.

Robert Nelson (a.k.a. "Brad Pitt") stated that the average undergraduate student for health science programs at the Brooklyn Campus is 24 years old; however he looked at 30+ years for his study. The library teaches 300 classes a year. They use Net Support School as he has found it works well with adult learners. Nelson said that adult learners are good at note-taking and will utilize their notes productively later. The librarians use a combination of in-class instruction and post-class counseling. This method has been found to be effective, but some students can become very needy and have to be cut off as their research assistance expectations were unrealistic. In general, the work load is intensive but the results have been worthwhile.

Summary by Liz Evans, LIRT Liaison Committee

Institute for Information Literacy Best Practices Project Team

ACRL Committee

Monday, June 27, 2005, 8:00 a.m.–12:00 p.m.

This committee is in the stages of completing their 37 month project, begun five years ago. The latest success is to have submitted information literacy questions to the National Survey for Student Engagement (NSSE) and it is hoped that some will be accepted. Steve Gilbert of Teaching, Learning and Technology Group (TLT), proposed a virtual reunion of the 2002 Atlanta National Invitational Conference participants. Outside participation would enhance this experience. It could take the form of a weblog with streaming video. It would enable conference and outside participants to see how the Information Literacy Best Practices Characteristics have worked and if there were any problems. The aim would be to set this up before Mid-Winter and would provide a fitting conclusion for the work of this committee.

Summary by Liz Evans, LIRT Liaison Committee

"Primary Sources in the Electronic Age: Challenges and Opportunities in Teaching Historical Research"

Instruction and Research Services Committee of the History Section of RUSA and
ACRL Instruction Section

Sunday, June 26, 2005, 10:30 a.m.–12:00 p.m.

History Librarians, History Liaisons, and librarians from a myriad other settings, were reminded of the challenge they face in teaching students the historian's craft of finding and analyzing primary sources. In addressing the topic of *Primary Sources in the Electronic Age*, a historian, Jan Reiff from UCLA, a museum educator, Elizabeth C.

Babcock, Field Museum Director of Teacher and Student Programs, and a librarian, Lynn Lampert from CSU Northridge, discussed their perspectives and sought to answer two pivotal and critical questions: "How has historical research changed with the advent of the electronic age?" and "What skills do today's history students need to succeed?" The general conclusion was, to quote Reiff: "...Little of what historians do as scholars and teachers, in the electronic age, has remained untouched, and little of what they do has fundamentally changed."

Reiff, in *The Past Beyond Us: Teaching the Practice of History Today and Tomorrow*, admitted to a well-known fact among historians and history librarians, that the teaching of history has not fundamentally changed in the last ten centuries and the digital revolution has not changed the teaching of history a great deal. However, she acknowledged that digitalization, while not yet heavily impacting Web primary source use, has great potential for the future if properly tapped.

Babcock, in *Natural History as Narrative: Using Museum Exhibitions and Artifacts To Teach History*, discussed how museum exhibitions, artifacts, and the multiple narratives they reference, represent an unparalleled resource for history teachers and their students, and several ways in which the Field Museum uses these varied primary source materials to teach educators how to engage students in historical research and narrative construction.

Lampert's *Where will they find history? The challenges of information literacy instruction and primary resource research strategies for undergraduates of the electronic age*, acknowledged the increased local access to remote collections, and queried whether or not this increase in access has enhanced the way in which undergraduate students use primary sources.

Summary by Cynthia Dottin, LIRT Liaison Committee

Project SAILS Phase III Follow-Up

ARL

Sunday, June 26, 2005, 12:30 p.m.–5:00 p.m.

Kent State's Standardized Assessment of Information Literacy Skills (SAILS) Project is a demonstration research project, whose goal is to provide a tool which is acceptable to university administrators, and is valuable and reliable in its ability to do cross-institutional comparison in assessing information literacy.

In a 12:30–2:30 p.m. session, a discussion of the various sections of the SAILS Report generated a fair amount of discussion as to their singular and collective meanings. In the three phases, conducted over a three year period, there were 39,000 respondents, the majority of whom were freshmen. In the second session, from 3:00–4:00 p.m., a

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Check These Out



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2002 OCLC survey of over 1,000 U.S. college students found that the students already understand the importance of accuracy as criteria for evaluating information, and they also recognize that the Web does not meet all needs. Meola also asserts that proponents of the checklist method utilize questions that do not necessarily help determine the quality of a Web site. For example, asking a student to simply verify whether the page includes the e-mail address of the author is not always helpful; the e-mail address itself could be fraudulent. Furthermore, the author of a quality site may choose not to provide her e-mail address for

legitimate reasons (such as concerns about spam or identity theft). Meola also argues that those who teach the checklist method convey the message that if a student simply checks off questions from the list, then she can quickly and mechanically determine whether a site contains quality content (rather than doing a careful review and analysis of the site). The author promotes a "contextual approach" to teaching Web site evaluation. The approach involves promoting online scholarly sources, and explaining the peer review process; teaching students to compare (and, consequently, analyze and critically evaluate) the content of two or more free Web sites to each other (and/or to other information sources); and teaching students to corroborate information (i.e., to verify one source of information against at least one other source).

Dear Tech Talk: Some catalog librarians I know occasionally talk about FRBR and how FRBR might impact their work; now they are also telling me that FRBR is something that I—a reference librarian—should know and care about. What in the world is FRBR and do I really need to care about it? —Finding FRBR Frustrating

Dear FFF: FRBR (often pronounced: fur-bur) sounds like it should be a cute animal in a Disney film, but in reality, it is an acronym for Functional Requirements for Bibliographic Records. Because there is quite a bit of noise being generated about FRBR right now, one would think that it is something new and different. Although it has the potential of providing a very new and different way of serving up information from online catalogs, it's definitely not a new concept.

With the growth of technological innovations, the world has become significantly smaller and the ease of information exchange between online catalogs has become increasingly important. Because of this shrinking world, in the 1990s, the International Federation of Library Associations and Institutions (IFLA) formed a study group

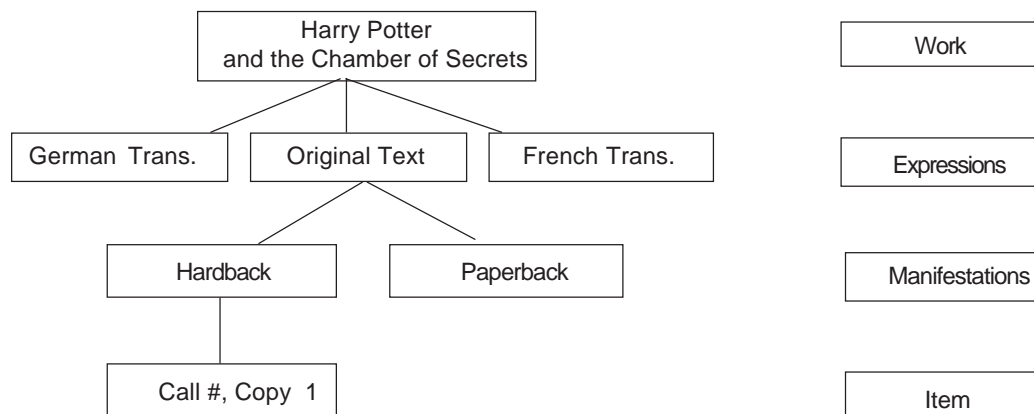
the use of FRBR language that is consistent with definitions in FRBR; and

- FRBR **is not** a replacement for MARC21.

With the concept of “model” in mind, let’s look at the basic underpinnings of FRBR. The essence of the FRBR model embodies three groups of entities:

- Group 1 Entities: Work, Expression, Manifestation, Item: “the different aspects of user interests in the products of intellectual or artistic endeavor” (IFLA Study Group, 12)
- Group 2 Entities: Person, Corporate Body: “those responsible for the intellectual or artistic content, the physical production and dissemination, or the custodianship of the entities in the first group” (IFLA Study Group, 13)
- Group 3 Entities: Concept, Object, Event, Place: “an additional set of entities that serve as subjects of the work” (IFLA Study Group, 16).

At this time, the main focus of research and development surrounds the Group 1 entities and their relationships, primarily because this group most directly influences how library professionals can change the display of information



to look at the “functional requirements for bibliographic records.” IFLA wanted to see the development of a different model that would “provide a standard for libraries in any countries to create core level records that allow bibliographic information to be exchanged without boundaries.” (FRBR and FRBRization, 162) A final report, *Functional Requirements for Bibliographic Records*, was the primary outcome of that effort. “The purpose of FRBR is to reposition the current infrastructure of bibliographic records in response to user needs that have come about through technological development.” (FRBR and FRBRization, 162)

In spite of the use of the word “standard,” FRBR is **not** a standard. It is an entity-relationship model and a conceptual model that can be implemented in a variety of ways.

Additionally:

- FRBR **is not** a new set of cataloging rules, although the forthcoming edition of AACR3 will be updated to reflect

in the online catalog. At first glance, these Group 1 entities, “work,” “expression,” “manifestation,” and “item” may seem to be foreign concepts; but they can be “mapped” to concepts familiar to all library professionals. The above example uses a Harry Potter book to illustrate the mapping of Group 1 entities to more familiar concepts

With this illustration, the potential to change the display of information in an online catalog begins to emerge. The MARC record is a robust and amazingly concise method to present bibliographic information in an automated environment. However, it does very little beyond moving the printed catalog into an automated environment and paints a landscape that is flat and two-dimensional. The FRBR model provides an opportunity to build an underlying structure that will produce not a flat “painting” of the bibliographic landscape but a three-dimensional sculpture of that landscape.

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Currently, the vast majority of cataloging is performed at the “manifestation” level, and each record for a manifestation contains (often repetitive) “expression” and “work” level information. The result for the person using the online catalog is a long list of search results, each representing an individual “manifestation” for this Harry Potter book. With the use of the FRBR model, a cataloger would create a “work” record—a master record—to which expression and manifestation records would be attached as new editions of the work were acquired. Under this model, the person searching the online catalog retrieves one result for the search of “Harry Potter and the Chamber of Secrets,” with the ability to “open up” the results and drill down to a specific manifestation and ultimately a specific item. The details of the implementation of FRBR can vary widely—remember, it’s a model, not a standard. One implementation might use “+” icons next to the “work” entry. The user clicks on the “+” to view different “expressions” that are available, then clicks on a “+” next to a translation of interest to see the available “manifestations”, and so forth. Another implementation might display “expressions” on a side menu next to a list of “work” entries. The user would click on the menu items of interest to narrow the results to a specific manifestation and item of interest.

FRBR is particularly attractive to large research libraries that have a large number of works with many expressions and manifestations and to music libraries that constantly battle issues associated with different iterations of music “works.” The Library of Congress, OCLC, and RLG have all been doing a significant amount of research on the implementation of the FRBR model. In particular Ed O’Neill at OCLC managed a study, the “FRBRization of *Humphry Clinker*,” to identify issues associated with FRBRizing existing records in online catalogs. The researchers selected a single work in the WorldCat database, *Humphry Clinker*, and attempted to identify all of its manifestations, expressions, and items. This work was selected because (1) it had been used in previous studies, (2) it was considered to be of mid-level complexity and representative of works in the WorldCat database, (3) it was widely held (184 WorldCat records with over 5,000 holdings), and (4) researchers believed that if there were serious difficulties encountered in the process in FRBRizing this work, these difficulties would likely apply to other works. (<http://www.oclc.org/research/projects/frbr/clinker/default.htm>)

From this FRBRization, they identified 48 different expressions and 114 manifestations. (<http://www.oclc.org/research/projects/frbr/clinker/default.htm>) The “FRBRization of *Humphry Clinker*” demonstrated that works can be identified from bibliographic records and that FRBRization simplifies database organization and retrieval, but problems with FRBRization developed at the expression level because it was difficult to distinguish the expression without looking at the individual piece. “The irony is that the FRBR model provides minimal benefits to the small works that can be reliably FRBRized, but fails on the large and complex works where it is most needed.” (O’Neill 159)

Even given the caveats of automating the FRBRization of a catalog, OCLC released an open-access algorithm to convert bibliographic databases to the FRBR model in 2003. “This algorithm describes an automated process that extracts information from MARC21 records, compares it with a standard name authority file, and then brings the records together, based primarily on their author and title.” (<http://www.oclc.org/news/releases/20030811.htm>)

In fall 2005, OCLC plans to provide a FRBRized interface to WorldCat. It won’t be 100% FRBRized, but WorldCat will present a display option that users can choose. This WorldCat display option should be significantly different and may prove to be more user friendly than the current option. OCLC’s prototype for the FRBRization of WorldCat is FictionFinder (<http://fictionfinder.oclc.org/>), a non-updated subset of fiction in the WorldCat database. RLG has also implemented the FRBR model with the release of RedLightGreen (<http://www.redlightgreen.com>). Unlike FictionFinder, a search in RedLightGreen results in a real-time search of the RLIN catalog. Take a look at these two resources to see two very different implementations of FRBR—once again emphasizing the FRBR is a model, not a standard.

Since online catalogs have their roots in their integrated library system (ILS), what plans do the ILS vendors (Endeavor, III, SIRSI, VTLS, etc.) have for incorporating the FRBR into their systems? At this time, only one vendor, VTLS, is in the process of implementing FRBR within the Virtua system (<http://www.vtls.com/Corporate/FRBR.shtml>). There is very little public information about how the other vendors are looking at FRBR for their systems. It is essential that librarians initiate discussions with ILS vendors on FRBR, remembering that FRBR is a model. The ILS community needs to hear from librarians, both those in public services and technical services, what specific outcomes they want to see in FRBRized catalogs. Discussions of those outcomes within the FRBR model will provide the vendors with guidance on the implementation of FRBR within their ILS systems.

So yes, FRBRization of catalogs is an important movement for public service librarians because the implementation of FRBR will clearly impact how information from online catalogs can be displayed. It is also important to those who work in interlibrary loan services, because it will group all expressions under a single work and organize the manifestations with the end result of making it easier for ILL staff to find specific items requested by users.

What can FRBR do for the users of online catalogs? Improve their ability to find, identify, select, and obtain the resources they want, by moving from a one-dimensional bibliographic record that mimics the old card catalog environment to a multi-dimensional bibliographic world built on layers of relationships between entities.

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Tech Talk

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What can public services librarians do about FRBR? Learn more about it, share information with colleagues, and talk to integrated library system vendors. Monitor FRBR activities by:

- Watching the FRBR blog (<http://www.frbr.org>), maintained by William Denton;
- Checking the FRBR Bibliography (http://infoserv.inist.fr/wwwsympa.fcgi/d_read/frbr/FRBR_bibliography.rtf);
- Reading LeBoeuf's book, *Functional Requirements for Bibliographic Records: Hype Or Cure-all*, once it is been published; or
- Joining the FRBR Review Group discussion list (<http://www.ifla.org/VII/s13/wgfrbr/listserv.htm>).

Additional Resources:

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- "OCLC Releases Algorithm To Convert Bib Databases To FRBR Model." 11 August 2003. *OCLC Worldwide*. <<http://www.oclc.org/news/releases/20030811.htm>>
- "OCLC Research Activities and IFLA's Functional Requirements for Bibliographic Records." 2005. *OCLC Worldwide*. <<http://www.oclc.org/research/projects/frbr/>>
- O'Neill, Edward T. "FRBR: Functional Requirements for Bibliographic Records: Application of the Entity-Relationship Model to "Humphry Clinker"." *Library Resources & Technical Services* 46.4 (2002): 150-9.
- Proffitt, Merrilee. "RedLightGreen: What We've Learned Since Launch." *RLG Focus: News and Uses of RLG Services*.66 (2004) <http://www.rlg.org/en/page.php?Page_ID=12661#article1>.
- Riva, Pat. "Defining the Boundaries: FRBR, AACR and the Serial." *The Serials Librarian* 45.3 (2003): 15-21.
- Tillett, Barbara B. "FRBR (Functional Requirements for Bibliographic Records)." *Technicalities* 23.5 (2003): 1,.
- . *The FRBR Model (Functional Requirements for Bibliographic Records)*., 2003. <<http://www.loc.gov/catdir/cpso/frbren.pdf>>.
- . "What is FRBR? A Conceptual Model for the Bibliographic Universe." *Australian Library Journal* 54.1 (2005): 24-30.
- Yee, Martha M. "FRBRization: A Method for Turning Online Public Finding Lists into Online Public Catalogs." *Information Technology and Libraries* 24.2 (2005): 77.
- Zumer, Maja, and Gerhard J. A. Riethuis. "Consequences of Implementing FRBR: Are we Ready to Open Pandora's Box?" *Knowledge Organization* 29.2 (2002): 78-86.

As always, send questions and comments to:

Snail Mail: Tech Talk

Billie Peterson-Lugo
Moody Memorial Library
Baylor University
One Bear Place #97148
Waco, TX 76798-7148



E-Mail: Billie_Peterson@baylor.edu

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