



LIRT

School

Public

Special

Academic

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.

September 2003 volume 26 no.1

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From The President

Stephanie Michel: michel@up.edu

Thank you to everyone who helped to make the Toronto conference a success! I'd like to thank each of you who attended and supported LIRT at our program, visited our booth, or attended a BITES with LIRT, and those of you who worked behind the scenes prior to conference to accomplish the work of the organization. Your contributions helped us to overcome the challenges posed by this conference and make the most of our time together.

Special congratulations to members of the Conference Program Planning committee, who organized and delivered a superb program. On Sunday morning, nearly two hundred people attended the "Critical Thinking: Teaching Thought and Process" program to hear Craig Gibson and Joyce Valenza share their thoughts and experiences with critical thinking. (Links to these presentations are included in the Program Committee's report "Critical Thinking: Teaching Thought and Process" on page 3.) The feedback from our audience was excellent, and demonstrated that this is a timely and interesting topic for librarians in all settings.

Now that annual conference has passed, summer seems to be flying past. All too soon the long, warm days of summer will pass into the cool, dry days of fall. It's a time to look forward to the return of the students, who refresh my energy and enthusiasm after a project-filled but building-empty summer. And it's a time to look forward to exciting plans for LIRT at Midwinter conference in San Diego.

LIRT committee chairs and officers will attend a one-day retreat in San Diego to focus on the future goals and direction of LIRT. We plan to address many of the issues that are of concern to the organization and our membership: chiefly, how to further involve people who cannot attend conferences. We know that it's increasingly difficult for librarians to get funding to attend even one conference per year; yet, LIRT needs and values everyone's participation and input. We hope to find more ways to involve all members in LIRT activities, not only at conferences but throughout the year.

Another topic of discussion will be recruitment, in particular recruitment of public and school librarians. Although LIRT's membership represents librarians from all settings, the majority of our members are academic

librarians. We will brainstorm ways to involve more members from all types of libraries.

We will also take a closer look at LIRT's committees. Many of LIRT's committees are focused on the work of the organization—for example, the PR/Membership committee that promotes LIRT's activities and recruits new members and the Conference Program Planning committee plans our annual conference programs. Our issue-focused committees, such as Transitions to College and Adult Learners have attracted many volunteers, and I've seen some very exciting work coming out of these committees. During the retreat we will investigate ways that LIRT can address more of the practical issues that interest our members while still maintaining the diverse needs of the organization.

During this process, I'd love to hear from you! Do you have ideas on how we can recruit new members, appeal to librarians from all types of libraries, or focus on issues that are of interest to you? How can LIRT help you to be a better teacher? What can we do to better serve your needs? Now is your opportunity to help us shape the future of LIRT.

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From the Editor

Summer has finally arrived in Virginia after a very cool and wet spring! By the time this issue of *LIRT News* is published we will be into the 2003/2004 academic year. For many of us the summer months provide a break from teaching and we have time to work on long postponed projects or perhaps to reflect on the variety of instructional sessions we presented during the past year – what worked, what didn't work and what needs to be changed. Please share your successes with the members of LIRT by writing an article for the newsletter.

Summer is also an opportunity for colleges, universities, and public libraries to offer learning opportunities outside the traditional classroom environment. Perhaps you are involved in a summer enrichment program such as Upward Bound, a Governor's School for gifted students, or other programs designed to prepare students for college or to encourage research and exploration outside the traditional academic year. These special programs give each of us the opportunity to make a difference in a student's life. If you are involved in a summer enrichment program, please consider writing an article for *LIRT News* and share your experiences.

Although many LIRT members were unable to attend ALA Annual in Toronto, the conference reports and articles in this issue of *LIRT News* provide a wealth of information about the exciting work of LIRT and all of the committees. It is becoming increasingly difficult to include all LIRT related information in the print version of the newsletter therefore you will often find a reference to the electronic version of each issue. I encourage each of you to not only read the print version of the newsletter but to also read the electronic version. Here is the web address so that you can easily add a bookmark to your list of favorites (<http://www.baylor.edu/LIRT/lirtnews/>). LIRT is a vital and growing association, so READ ALL ABOUT US in print and online!



Committee Summary Reports

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wrote a feature article entitled "One Librarian's Perspective", for the March issue of *LIRT News*.

The committee plans to contribute articles on teaching, learning, and technology to each issue of the *LIRT News*. The committee would also like to build on its success and sponsor a discussion forum at Mid-Winter 2004. The proposed theme for the discussion is "Interactivity and Communication in Web Based Learning (Pre-K through Life-Long Learning)". Other potential projects include following up on the discussion forum with a poster session at Annual 2004 that would reflect the best-practices on the same theme, encouraging new members to join LIRT and our committee, and writing book reviews on for the *LIRT News*.

LIRT Officers and Committee Chairs 2003-2004

Elected Officers

Stephanie Michel, President
Cynthia Akers, Vice President/President Elect
Anne Houston, Immediate Past President
Linda Colding, Secretary
Jonathan M. Helmke, Treasurer
Janet Sheets, Assistant Treasurer/Treasurer Elect
Tim Grimes, LIRT ALA Councilor

Appointed Officers

Kari Lucas, Archivist
Billie Peterson-Lugo, Electronic Resources Manager
Carol Schuetz, LIRT News Production Editor
Gale Burrow, Publicity Coordinator
Lorelle Swader, LIRT Liaison Officer

Committee Chairs

Kristine Kenney, Adult Learners
Linda Marie Golian-Lui, Conference Program 2004
Erica Arvidson Raber, Continuing Education
Trisha Stevenson Medeiros, Five Year Financial Planning Subcommittee
Lori Critz, Liaison Committee
Michael Poma, Long- Range Planning
Caryl Gray, Newsletter
Anne Houston, Nominations, Organization and Bylaws Committee
Lori Critz, Co-chair for Elections
Elizabeth Margutti, Co-chair for Elections
Donna Kanapes, Public Relations/Membership
Patience L. Simmonds, Publications Committee
Marta Davis, Research Committee
Vibiana Bowman, Teaching, Learning, and Technology
Trisha Mileham, Transitions to College

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

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Send claims to Pat Jackson, OLPR, 800-545-2433, X4281, American Library Association, 50 E. Huron Street, Chicago, IL 60611.

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“Critical Thinking: Teaching Thought and Process”

Cynthia Akers akerscyn@esumail.emporia.edu

Joyce Kasman Valenza posed a question to attendees during her presentation at the 2003 LIRT Conference Program: In a time of more information than we may ever need, are we living in a “good enough/ why bother” world? Is there still a place for critical thinking in our own world of library instruction?

These concerns were covered extensively at LIRT’s ALA Annual Conference Program, “Critical Thinking: Teaching Thought and Process.” The program was held on Sunday, June 22 at the Westin Harbour Castle. A receptive audience enjoyed thought provoking presentations on critical thinking theories and practical techniques from two very qualified speakers.

After a welcome and introductions by Deborah Bernard, the 2003 LIRT Conference Program Chair, Craig Gibson, Associate University Librarian for Public Services at George Mason University, presented “Critical Thinking: Definitions and Dispositions.” Gibson noted that librarians tend to include

critical thinking as a goal in many mission statements. However, the degree to which critical thinking is defined remains a “mysterious concept”. Gibson offered various explanations of critical thinking from theorists such as Robert Ennis, Richard Paul, Albert Andrade, and Shari Tishman. To promote active involvement, he invited the audience to pair off and discuss barriers to critical thinking as well as awareness of the use of critical thinking in a variety of situations.

Tying in critical thinking theories to the work of Carol Kuhlthau’s research process approach and Michael Eisenberg’s Big 6 research skills, Gibson challenged the audience to work toward the creation of a “culture of thinking” in which critical observation is a part of every interaction. He encouraged the incorporation of critical thinking dispositions into every aspect of the typical one-shot library instruction session, hoping that students will see other students reviewing and questioning the information before them.

After a short break, Joyce Kasman Valenza began her presentation on “Research/Thinking is Everybody’s Business: Spreading the Gospel of Information Literacy and Critical Thinking in the School Program.” Valenza, the librarian at Springfield Township High School Library and the techlife@school columnist for the *Philadelphia Inquirer*, related her experiences working with teachers at the high school to incorporate critical thinking as a core competency of every assignment.

In a revealing video, Valenza showed the before and after effects of this curriculum transformation. The video showed several high school students talking about their approaches to research. Before the emphasis upon critical thinking, students stated that they went directly to Google, Yahoo, or AltaVista, typed in their topics, and then used the first few sites for their information. According to one student, “Books have become obsolete.” After Valenza worked with a planning team to design subject-specific projects for critical thinking practice, she interviewed some of the same students to see if their research attitudes had changed. She showed another video clip which illustrated that the students were thinking more critically about all types of information – print and electronic – that were the most appropriate for their information needs.

Valenza’s presentation can be found at <http://mciu.org/~spjvweb/toronto.ppt> and samples of her lesson plans and activities are located at <http://mciu.org/~spjvweb/jvles.html> Gibson’s presentation will soon be made available on the ALA-LIRT page at <http://www3.baylor.edu/LIRT>

During the break and after the program, the audience had an opportunity to view poster session presentations which illustrated other practical applications of critical thinking in library instruction.

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

Volunteer and Participate!

Please remember.....

Join a LIRT Committee

Contribute an article to the LIRT Newsletter

Remember Bites with LIRT at our ALA meetings



Introductory Library Instruction

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At the end of our “one-shot” sessions, we feel successful when we’re held “after class” by students who have more questions than we could address in the flow of our exercise. We often see our ESL students again and again in the library, because they’ve identified us as “their librarians.” These examples of continued curiosity are the biggest indicators that a little bit of departmental collaboration and outreach have gone a long way to helping these students acclimate to the university and to a new learning environment.



Member A-LIRT

Linda K. Colding

Recently Linda Colding became the 2003-4 LIRT Secretary. Linda brings a variety of work and educational experiences to LIRT. Since 1992 Linda has been a member of ALA and ACRL. She became a member of LIRT in 2000. She has served as a member of the Research and Conference Program committees and most recently as chair of the Research Committee.

When asked how she became involved in LIRT she said: "I became involved in LIRT when I took my current position as Coordinator of Library Instruction. Our Head of Reference, Carole Hinshaw, suggested that LIRT was a great way to become active in ALA. She was right. By the way, she also served as LIRT Secretary." Currently Linda holds the rank of Assistant University Librarian and serves as Coordinator of Library Instruction at the University of Central Florida Libraries, Orlando, FL and has held this position since May, 2000. Prior to this she was Reference Librarian at University of Central Florida as well as Periodicals Reference Librarian and Bibliographer at Air University Library, Maxwell Air Force Base in Alabama. Linda has also worked as Reference Librarian for the United States Institute of Peace and George Washington Library both in Washington, D.C.

Linda's educational background provides a strong foundation for teaching and library instruction. Linda received a B.A. in Political Science from University of

Florida and then went on to receive three master's degrees. Linda holds an M.A. in Management from Central Michigan University; an M.S. in International Relations from Troy State University; and a M.S. in Library Science from Catholic University of America. She is currently writing a dissertation to complete a Doctorate in Public Administration from University of Alabama. The title of her dissertation is: "The Relationship Between Burnout and Turnover Intentions of Academic Public Services Librarians."

Linda said when asked what she likes to do in her spare time: "I'm still laughing over this question! Writing your doctoral dissertation and spare time do not be long in the same sentence! Prior to the doctorate program, when I had a life, I loved to travel. At least attending the ALA conferences does allow me to travel somewhere."

Linda has an active writing and indexing background including contributions as author of "Distance Learning Tips: serving your library's local and campus users remotely" for LIRT. She participates as an indexer for Air University Library Index to Military Periodicals (AULIMP) which she has done since 1995.

We wish Linda success in completing her doctorate and many enjoyable years as a LIRT member and active participant.

LIRT 2004 Program a Collaborative Effort

Linda Marie Golian-Lui, Chair 2004 Conference Program Committee

The Program and Adult Learners committees are collaborating on the program for the 2004 Annual Conference in Orlando. The program topic will focus on adult learning theory and library instructional programs for adult re-entry students. Dr. Phyllis Bebko, Director of Campus Operations and Planning for the Florida Atlantic University (Broward Campuses), will be one of the keynote speakers for the 2004 Program.

Dr. Bebko, a well known expert in the area of adult learning theory and college/university curriculum development, will focus her presentation on andragogy (the theory of adult learning), effective teaching methods for adults, and the incorporation of adult learning theory and methods into the creation of effective instruction for all adult learners, especially adult re-entry women. Dr. Bebko has a strong reputation for presenting theoretical information in an uncomplicated fashion with practical advice that all participants can easily incorporate into their current work routines.



The Program Committee is currently working with the Florida Library Association to identify two additional keynote speakers. The committee hopes to include a community college/university librarian and a public library instruction librarian with hands-on experience in creating, delivering, and administering instructional programs for adult learners to join Dr. Bebko in providing practical insights and tips for working with this special library population.

The Committee members are currently working on creating an eye-catching title to use as marketing tool for the program. Do you have a creative idea for a program title? Please share it with us! All LIRT members, especially Florida LIRT members, are also encouraged to contact the 2004 Program Chair, Linda Marie Golian-Lui at 808-933-3132 or golianlu@hawaii.edu with speaker suggestions. The Program and Adult Learners Committees look forward to seeing everyone in Orlando.

2003 ALA Committee Summary Reports

(Editor's note: Absence of a committee indicates that the report was not received by press time.)

Conference Program Committee

Deborah Bernnard, Chair

The Committee finalized plans for this year's program and discussed plans for the 2004 conference program which will focus on Adult Learning: theory and practice.

Continuing Education Committee

Ericka A. Raber, Chair

Since most members of the committee were unable to attend ALA Annual, a virtual meeting was held and Ericka A. Raber was elected committee chair for 2003/2004.

Liaison Committee

Lori Critz, Chair

Committee members reexamined the schedule for non-LIRT instruction-related programs being offered during the conference and provided coverage for as many possible. Lori Critz developed two distinct lists for this conference: one for non-LIRT instruction-related programs and another for non-LIRT instruction-related meetings. Links to the lists were added to the LIRT web site as a resource for LIRT members attending Annual. The committee decided to continue this practice as an effective way to convey information about non-LIRT events to the membership. The committee discussed the possibility of altering its charge to include more focused liaison work with other ALA instruction-related units. This suggestion was presented to the Steering Committee and will be discussed at the 2004 LIRT Retreat in San Diego. If accepted, the Committee plans to work with other units to pursue collaborative efforts in programming, publication, and other activities.

Newsletter Committee

Caryl Gray, Chair

Gary Wasdin chaired the meeting for Cary Gray. The committee discussed the inclusion of book reviews in the newsletter as well as the content of the print and electronic versions of *LIRT News*. Caryl will e-mail the members of the Steering Committee concerning the guidelines used to publish the print and electronic versions of the newsletter.

Nominations, Organization and Bylaws Committee

Lori Critz and Elizabeth Margutti, Co-chairs Elections/Nominations

The Committee met individually with Anne Houston, Linda Chopra, and Stephanie Michel to generate a list of potential candidates for LIRT offices for the 2004 election. Several names were submitted for consideration. The Committee added to list of potential candidates after

reviewing the current LIRT Committee Chairs roster. Over the next 2 months contacts will be made and additional potential candidates will be added to the list as they are identified. Currently, there are 16 names on the list. The slate for 2004 will be developed by early September; submitted to the LIRT Executive Board for approval. The approved slate will be submitted to ALA by 9/15/03.

Public Relations/Membership Committee

Linda J. Goff, Chair

Member A-LIRT: Janet Sheets collected names of Steering Committee members and LIRT officers who had not been profiled and four names were selected for the next year's column. Linda Lambert will do the next interview, Linda Goff will do the December and June interviews, and Marilyn Whitmore volunteered to do the March interview.

Booth staffing: Linda Lambert reported that we had no booth coverage for Saturday or Sunday mornings but that afternoons and all day Monday and Tuesday were covered. The online volunteer form worked fine.

Booth Drawing: Marilyn Whitmore offered four books for the booth drawings and agreed to mail books to the winners. The committee thanked Marilyn for her continued support of LIRT.

Bites with LIRT: Sharon Chadwick reported that 33 people had made reservations.

Membership Report: LIRT membership has been growing steadily (1,329 members as of April, 2003).

Membership Brochure: Linda updated the brochure and 500 copies were printed by ALA and were available at the booth.

Report from Steering: LIRT will hold a planning retreat in San Diego on Friday, January 9, 2004, prior to ALA Mid-Winter.

Linda Goff thanked everyone for their service on the committee and announced that Donna Kanapes would be assuming the duties of Chair immediately after conference.

Research Committee

Linda Colding and Marta Davis, co-chairs

The Research Committee will concentrate its efforts on editing the current tutorials on the LIRT website.

Teaching, Learning, and Technology Committee

Amy Wallace, Chair

During Mid-Winter the Teaching, Learning, and Technology Committee sponsored a very successful discussion forum on the issues that arise when technology is used to enhance instruction to remote users. Nadaleen Tempelman-Kluit wrote a summary of the discussion forum for the March *LIRT News*. Vibiana Bowman wrote a summary of the forum evaluations which the committee submitted to the executive committee. Jamie MacInnis

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**Library Instruction Round Table Annual
Report, 2002 - 2003**



From the Past President

by Anne Houston

This has been a productive year for the Library Instruction Round Table. We began the year just having celebrated our 25th anniversary at the Annual Conference in Atlanta in June 2002. Our next major event will be a retreat at the Midwinter Conference in San Diego in January 2004, and we began planning for the retreat this year. The Long-Range Planning Committee and Linda Chopra (Immediate Past President) have the responsibility of planning the retreat.

In January 2003, LIRT established an unrestricted long-term investment to help plan for our future financial health. While the endowment is initially unrestricted, we plan to restrict it in the future so that the resulting proceeds can be used to fund scholarships or awards for LIRT members. LIRT also plans to organize a regular fund-raising event to add to the endowment. A task force was formed to begin looking at possibilities for future LIRT scholarships or awards.

At ALA Midwinter, LIRT sponsored two discussion forums, whereas in the past we sponsored just one each year. The forums were hosted by the Teaching, Learning and Technology and Transitions to College committees; attendance and participation were excellent at both. The Conference Program committee planned an exciting program for the Annual Conference in Toronto, based on the theme "Critical Thinking: Teaching Thought and Process". The program was accompanied by a brochure created by the Research Committee.

LIRT continues to change as the needs of our membership change. Two new committees, Adult Learners and Transitions to College, have been popular as they address current issues. Committees are including virtual members, which can be a productive option given the increasing ease of virtual communication. Finally, we've continued to update and improve the LIRT Web site with more forms and features.

Long-standing LIRT committees continue to do admirable work. The Newsletter committee published four issues of the *LIRT News*; the Continuing Education committee chose the annual top 20 instruction articles of the year and disseminated the results; the PR/Membership committee sponsored the LIRT booth and "Bites with LIRT" at each conference; and the Liaison Committee attended instruction-related events at each conference, and produced reports. The success of these activities is reflected in our increasing membership.



Membership: *submitted by Linda Goff, PR/Membership chair*

Membership numbers for LIRT fluctuate from month to month but have been growing steadily. There has been a 22% increase in three years, from 1,050 members in January 2000 to 1,282 members in January 2003. ALA

also sends monthly updates; as of April, 2003 there were 1,329 LIRT members, including our first corporate member.

Annual LIRT Membership Report

	Personal	Organizational	Corporate	Total
January 2000	903	152	0	1,050
January 2001	1,030	152	0	1,182
January 2002	1,091	149	0	1,240
January 2003	1,145	136	1	1,282

Supplemental LIRT Membership Monthly Report

	New Members	Reinstates	Drops	
Jan. 2003	24	4	26	+2
Feb. 2003	36	13	25	+26
March 2003	32	2	26	+8
April 2003	30	3	20	+13
Totals	122	22	97	+47

Estimated membership as of April 2003: 1,329

Officers:

Serving as elected officers this year were: Anne Houston, President; Stephanie Michel, Vice President/President-Elect; Linda Chopra, Immediate Past President; Trisha Stevenson Medeiros, Treasurer; Jonathan Helmke, Treasurer-Elect; Janet Sheets, Secretary; and Tim Grimes, LIRT ALA Councillor.

Appointed officers were Kari Lucas, Archivist; Billie Peterson-Lugo, Electronic Resources Manager; Jana Ronan and Carol Carson Schuetz, LIRT News Production Editors; and Gale Burrow, Publicity Coordinator. Gale Burrow also served as LIRT's representative to the board of the Institute for Information Literacy.

Committee Reports:

Public Relations/Membership

Chair: Linda J. Goff

Members: Sharon Chadwick, Donna Kanapes, Linda Lambert, Barbara Pilvin, Janet Sheets, Cynthia Wright Swaine

Chair's report: "Bites with LIRT" continues to be a popular activity. Registration for Bites is now done through the LIRT web page using a form developed by Billie Peterson that works very well. It provides links to restaurant URLs and/or

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ALA RESOLUTION



School Libraries and Librarians Are Critical To Educational Success

Whereas throughout the United States school librarians and library support staff are being eliminated as a cost saving measure to school districts that face diminishing funding, and

Whereas numerous research studies conducted in the states of Alaska, Colorado, Iowa, Kentucky, Massachusetts, Michigan, New Mexico, Oregon, Pennsylvania and Texas have shown a high correlation between exemplary school library programs led by a certified school librarian and student achievement on state standardized tests, and

Whereas school librarians instruct students and provide the school community ongoing experiences in accessing, evaluating, and utilizing information sources, and

Whereas NCREL's (North Central Regional Educational Laboratory) enGauge document, *21st Century Skills: Digital Literacies for a Digital Age*, states these literacies include Reading Literacy, Technology Literacy, and Information Literacy, which are skills taught and supported by school library programs and personnel, and

Whereas the No Child Left Behind legislation regarding "Reading First" states that school districts provide "instruction based on scientifically based reading research that includes the essential components of reading instruction" will require a library professional whose job it is to keep current with new materials for children and make appropriate selections based on critical reviews by previewing for age appropriateness and fitting the curriculum needs and interests of students, and

Whereas school librarians collaborate with teachers for optimal instructional design to improve student achievement,

Resolution on School Libraries: ALA passed a resolution in support of school libraries; this resolution has also been endorsed by LIRT:

Now therefore be it resolved that the American Library Association Council directs its President and Executive Director to convey to Governors, State Boards of Education, National Association of School Administrators, Chief State School Officers, National Association of Independent Schools, National Council of PTA, National Educational Association, and National Association of School Boards of Education the urgent need to support and maintain school library programs and certified school librarians and encourage them to pass this concern along to their state affiliates.



Passport to Success: Library Orientation and the First Year Florida Program

Marilyn N. Ochoa, University of Florida
mochoa@mail.uflib.ufl.edu

In an effort to be proactive and encourage user awareness, the University of Florida (UF) Libraries teamed with the University's First-Year Florida Program (FYF) to provide freshmen students an opportunity to become acquainted with library resources early in their academic careers. The First-Year Florida course <<http://www.dso.ufl.edu/preview/firstyearflorida/>>, (established in 2000) is a one-credit course that is team taught by librarians, university professionals, and undergraduate peer leaders. This class is offered by the Dean of Students Office to help students develop the practical, social, emotional, and intellectual skills that are essential to being successful at the university.

The extent of the libraries' previous outreach with the FYF Program included a tour of the libraries and instruction about library resources—with a general overview of the

libraries being covered in freshmen English classes. Desiring to give FYF students a more hands-on experience, the libraries used a new approach in the fall of 2002 that incorporated and expanded upon the previous outreach method. The crux of this new approach was an assignment called "Passport". Passport enabled students to actively learn about different aspects of the university's nine-library system by completing several tasks. In addition, Passport had the added benefit of allowing the Dean of Students Office and the libraries to fulfill a mutual goal, namely, to familiarize students with the abundant resources and services available at UF including the libraries.

The Passport assignment was distributed to FYF students on brightly colored quarter-page sized squares

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ALA ANNUAL CONFERENCE: 2003 - TORONTO COUNCIL ACTIVITIES

By Tim Grimes LIRT Councilor

The Council meetings at the 2003 ALA Toronto conference were filled with discussions on a variety of issues. Here are several highlights, of particular interest to LIRT members:

- **School Libraries and Librarians are Critical For Educational Success** – This resolution was brought to Council at their first meeting, and stated the urgent need to support and maintain school library programs and certified school librarians. The full text of the ALA Resolution can be seen on page 7. At the conference, the LIRT Steering committee voted to be one of several organizations listed as endorsing this important resolution.
- **The ALA Web Sit** - Was a topic of much discussion. There have been numerous issues with the current, updated web site. The web advisory committee has encouraged ALA to implement several actions, including the designation of a single, lead staff person to be the point person for the web and to establish policies, style guides and procedures for web content development. Council also passed a resolution charging the Executive Director to ensure that future revisions to the ALA website adhere as closely as possible to widely usability and design principles.
- **Core Values** – The future of the Core Values Task force, and their charge, was discussed at length. The task force will return at the 2004 annual meeting, with a core values statement for our profession. This topic will be discussed in greater detail during Midwinter 2004 Council meetings.

In addition, Council:

- Discussed Libraries and Cultural Resources In Iraq. After discussion on wording, Council passed a resolution regarding the destruction to the libraries in Iraq.
- Defeated a motion to hold membership meetings in no conflict time slots.
- Discussed CIPA and the recent Supreme Court ruling, which occurred during the conference.
- Was updated on the still evolving ALA/APA organization

Tech Talk

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Additional Resources:

- Bannan, Karen J. "Lo-Fi Content Syndication". EContent (January 2002): 30-33.
- Cohen, Steven M. "RSS for Non-Techie Librarians". (June 3, 2002) <http://www.llrx.com/features/rssforlibrarians.htm>
- Eisenzopf, Jonathan. "Making Headlines with RSS". New Architect (February 2002) http://www.newarchitectmag.com/archives/2000/02/eisenzopf/Fagan_Finder_>_Searching_>_RSS <http://www.faganfinder.com/search/rss.shtml>
- Gibbs, Mark. "All the News That's Fit to RSS". Network World (February 25, 2002): 36.
- Harder, Geoff. "Why RSS? Why Blogs? Why? Why? Why?" <http://www.blogdriverswaltz.com/archive/000241.html>
- Google Directory . . . > RSS http://directory.google.com/Top/Reference/Libraries/Library_and_Information_Science/Technical_Services/Cataloguing/Metadata/RDF/Applications/RSS/
- King, Andrew. "The Evolution of RSS" <http://www.webreference.com/authoring/languages/xml/rss/1/>
- Levine, Jenny. "Portals, Blogs, & RSS: Why They Are Your Future." <http://www.sls.lib.il.us/infotech/presentations/blogging>.
- Lewin, James. "An Introduction to RSS News Feeds" <http://www->

106.ibm.com/developerworks/library/w-rss.html

RSS 2.0 (RSS 2.0 standard) <http://backend.userland.com/rss/>
RSS FAQ <http://www.voidstar.com/node.php?id=129>

O'Reilly Network: RSS DevCenter <http://www.oreillynet.com/rss/>
Pilgrim, Mark. "What is RSS? (December 18, 2002) <http://www.xml.com/lpt/a/2002/12/18/dive-into-xml.html>

Tennant, Roy. "Feed Your Head: Keeping Up by Using RSS" Library Journal (May 15, 2003); 30.

Utah State Library Division. "RSS Workshop: Publish and Syndicate Your News to the Web" <http://gils.utah.gov/rss/>

Weblogs, Journals, and RSS || Fagan Finder <http://www.faganfinder.com/blogs/>

WebReference Articles. <http://www.webreference.com/authoring/languages/xml/rss/>
Yahoo! Directory Data Formats > RSS http://dir.yahoo.com/Computers_and_Internet/Data_Formats/XML_eXtensible_Markup_Language_/RSS/

As always, send questions and comments to:

Snail Mail: Tech Talk

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Library Instruction Round Table Annual Report, 2002 - 2003

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reviews and provides maps. Sharon Chadwick handled reservations for both Philadelphia and Toronto events, while Linda Goff selected and reserved the restaurants.

The membership brochure was last revised in 2001 and was used for two years. It had the 25th anniversary logo and there were less than 300 left. It was decided to update the committee information and return to our original logo and have the updated version printed by ALA for the Toronto conference.

Our virtual member Cynthia Wright Swaine has been sending welcome letters to the new and reinstated members with the labels provided by ALA.

Finding volunteers to cover the booth during all the exhibit hours has always been a problem, so we decided to start recruiting early for Toronto. Billie Peterson developed a new online volunteer form and Linda Lambert agreed to handle booth volunteers. ALA staff member Darlena Davis is now ordering booth furnishings directly for the LIRT booth, rather than having the information sent to the PR/Membership Chair. Future chairs must remind her that LIRT allocates additional funds so the booth can be carpeted and have two tables instead of the standard: one table, two chairs, and one waste basket that is provided by the basic ALA allotment of \$200.

Research

Chairs: Linda K. Colding and Marta Davis

Members: Clara Ogbaa, Kristin L. Strohmeier, Steve Witt, Mike Matthews

Chair's report: The Research Committee worked on two major projects during the past year. The first project, headed by Linda Colding, was to produce a brochure in support of the 2003 Annual Conference program. The brochure, entitled "Critical Thinking: Teaching Thought and Process", will be distributed at the program in Toronto, Canada on June 22, 2003. The brochure is a bibliography of books, periodical articles, and websites about teaching critical thinking skills. The second

project, headed by Marta Davis, is to update the LIRT Instructional Tutorials website. The web pages were assigned to committee members for review. Immediately after the midwinter conference, Steve Witt conducted a review for dead links and the results were forwarded to Billie-Peterson-Lugo so the LIRT website could be updated. This project is ongoing and will be the main focus of the annual conference meeting.

Newsletter

Chair: Carol Carson Schuetz (June 2002 – January 2003), Caryl Gray (January 2003 – June 2003)

Members: Rebecca Bichel, Susanna Eng, Eva Greenberg, Jill Grogg, Brad Matthies, Gary Wasdin, Carol Carson Schuetz (Production Editor)

Chair's report: This has been a year of transition for the Newsletter Committee. After serving as Production Editor for several years, Jana Ronan announced her desire to step down. The search for a new Production Editor began during ALA Annual in Atlanta. Carol Schuetz was appointed to this position and Caryl Gray assumed the responsibilities of newsletter editor and committee chair. During Midwinter, the committee discussed the content of the newsletter including strategies for soliciting articles from LIRT members. The committee also reviewed the committee manual and noted areas that needed to be updated. Eva Greenberg, a long time committee member, announced that she would be retiring in 2003 so would no longer be serving on the committee. We took this opportunity to review the membership and to determine the needs of the committee for the future.

2003 Conference Program Planning

Chair: Deborah Bernnard

Members: Cynthia Akers, Susan Sykes Berry, Linda K. Colding, Linda Marie Golian-Lui, Pamela Harris, Sharon Ladenson, Corliss Lee, Mimi Pappas

Chair's report: The committee has been planning for the annual conference program that will take place on Sunday, June 22, 2003 in Toronto. The title of the program is Critical Thinking: Teaching Thought and Process. We have two speakers,

Craig Gibson and Joyce Kasman Valenza. Craig is from an academic library and is going to speak on various theories that have been put forth about critical thinking. Joyce is a high school librarian and she will speak on the practical aspects of the topic i.e. how we get our students to practice critical thinking. We also have 11 poster sessions from a variety of librarians. These poster sessions all focus on teaching critical thinking skills as an integral part of information literacy. The topic for next year's program has been selected. It is Adult Education: Learning theory for effective library instruction.

Adult Learners

Chair: Kris Kenney

Members: Mary Cassner, Toby Matoush, Gloria B. Meisel, Carole Burke, Tammy Bobrowsky, Jeanne Holba Puacz, Denise Millman

Chair's report: The Adult Learners committee has added four new committee members since the Midwinter conference in Philadelphia. The current project of the Adult Learners committee is to create a web presence on the LIRT web site. Each committee member has been assigned 1-2 categories. Web sites are being gathered and submitted. The site will be available by the annual conference. Future plans of the committee include working with the conference program 2004 committee to create a forum for instructors of adult learners.

5-Year Financial Planning Subcommittee

Chair: Trisha Stevenson Medeiros
Member: Jonathan Helmke

Chair's report: A goal of the 5-year financial planning committee was to investigate long-term investments. The Executive Board approved the establishment of an endowment fund with an initial investment of \$10,000. The 5-year financial plan was updated and distributed at the Midwinter meeting in Philadelphia. Future plans should incorporate a report of the long-term investment.

Nominations Committee

Chairs: Lori Critz, Elizabeth Margutti
Member: Linda Chopra

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Library Instruction Round Table Annual Report, 2002 -2003

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Chairs' report: The Nominations Committee pursued several avenues – including a 'request for nominations' feature in the *LIRT News*, and personal contacts (via phone and e-mail) – to secure a viable slate of candidates for the LIRT elections. Our efforts resulted in almost a full slate for the 2003 election (2 candidates for VP/President-elect; 2 for Secretary; 1 for Treasurer). This slate was forwarded to ALA, after approval by the LIRT Executive Committee.

A list of perspective candidates for the 2004 election is currently in development. In addition, the Committee orchestrated the addition of a "Nominations Requested" form on the LIRT website (in both a downloadable Word version, and an online submission version) to facilitate the nomination process. In response to a request from the Executive Board, the Committee also revised the LIRT Elections/ Nominations Committee Calendar/ Checklist - outlining the current process/procedures used by the Committee.

Liaison

Chair: Lori Critz
Members: John Allan Cicala, Ph.D., Elizabeth Evans, Elizabeth Margutti, Marilyn Ochoa

Chair's report: The work of the Liaison Committee this past year has been directed toward its charge: "Initiates and maintains communication with groups within the American Library Association dealing with issues relevant to library instruction and shall disseminate information about these groups' activities." To this end, the Liaison Committee has developed lists of instruction-related non-LIRT activities/programs for the LIRT Steering Committee (and the LIRT membership via inclusion on the LIRT website).

At both Midwinter and Annual, Committee members attended and participated in numerous non-LIRT instruction-related programs, events, activities and meetings. Subsequently, the Committee produced short

narratives on each event for dissemination to the LIRT membership, via publication in the LIRT Newsletter.

Teaching, Learning, and Technology Chair: Amy Wallace
Members: Vibiana Bowman, Shi Deng, Kristin Gill, Randall Halverson, Jamie A. MacInnis, D. Brett Spencer, Betsy Springgate, Nadaleen Tempelman-Kluit

Chair's report: The Teaching, Learning, and Technology committee is a new committee that evolved from the Computer Applications committee. The committee's new name and charge was approved at Midwinter 2002. Despite being a little over a year old the committee has accomplished so much.

Committee members have contributed numerous articles to *LIRT News*. Vibiana Bowman published an article on plagiarism in the March 2002 *LIRT News*, Jamie MacInnis published an article on keeping up with the technology we teach in the June 2002 *LIRT News*, Randall Halverson published an article on SFX linking software in the June 2002 *LIRT News*, and Brett Spencer published an article on teaching e-resources to American Studies classes in the December 2002 *LIRT News*.

At Midwinter the Teaching, Learning, and Technology Committee sponsored a LIRT discussion forum on the issues that arise when technology is used to enhance instruction to remote users. Participants were invited to join a discussion on one six sub-topics. The sub-topics were: Needs Assessment/ Usability Testing, Delivery of Instruction, Access to Resources, Marketing Instruction, Library Collaboration, and Learning Assessment. 31 people attended the discussion forum, and a preliminary review of the evaluations showed a high level of satisfaction among the participants. Nadaleen Tempelman-Kluit wrote up the discussion for the March 2003 *LIRT News*.

Continuing Education Chair: Frances Nadeau
Members: Ericka Raber, Jim Milhorn, Deva Reddy, Terri Holtze, Camille McCutcheon

Chair's report: The Continuing Education Committee read over 80 bibliographic instruction articles published in 2002 in order to select LIRT's Top Twenty. Having two virtual members meant that much of the work was done via email. Three members met at the Midwinter meeting to make the final selection. Twenty articles were selected, annotated and published in the June *LIRT News*. E-mails were sent to each author notifying them of their selection and thanking them for their contribution to the library profession. Once snail mail addresses are verified and hard copy of the newsletter obtained, the chair will write a formal letter to each author, so they will have documentation for their personal portfolio.

Compiled and submitted by Anne Houston, 7/10/03



Non-LIRT Meeting Summaries

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and evaluate both the resources and information in general. Content includes instruction on the use of the catalog and databases, search strategies, the organizing of information, the Internet, citing, and use of the library portal. The Virtual Library operates on WebKnowledge Forum (WebKF) software – an asynchronous, computer-mediated system that was locally developed. Steve Schafer, Director Library Services at Athabasca University, discussed an E-repository service, the Digital Reading Room (DRR) that provides access to a wide variety of learning object resources online. The AU Library DRR utilizes Open Source MySQL software and is a distributed large scale repository for the entire campus. The DRR accommodates a wide variety of resource formats, is platform free, and accessible 24/7. Jeremy Mouat, professor of history at Athabasca University, provided the faculty perspective on distance education services and library support.

Summary by Lori Critz,
LIRT Liaison Committee

Introductory Library Instruction for International Students

By Betsy Springate betsys@mail.utexas.edu



After working for several months in an interim position providing instruction primarily to freshman-level composition classes, I've recently returned to a position where I have the opportunity to teach entry-level library skills to students in the university's English as a Second Language (ESL) program. In many ways the experience mimics instruction for freshman composition classes: the goals are modest and quantified; class assignments are narrowly defined; and the students learn about the library as they become acquainted with the University setting.

Early in my relationship with the ESL instructors, requests would straggle in during the semester from one class and then another, usually requesting library tours (a service provided by our department). I noticed that as the classes arrived for their tours, the students would usually be working toward the completion of an assignment sheet which the instructors would mention frequently as we progressed through the library. Initially I approached an instructor with whom I had worked the longest and asked if she thought her class would benefit from an instruction session—and her face lit up. After working primarily with her classes, I made it a standard practice when scheduling ESL library tours to try to bring the class into the library for some instruction as well. I also initiated a series of emails to all the ESL instructors I had worked with, setting informal guidelines and requesting information about their classes to make each instruction session really “click” for the students.

The some of the library assistants who work with me to provide these tours and classes are new to working with ESL students so part of my task was to make them comfortable with the program. Fortunately, preparing for an ESL class is only slightly more complicated than preparing for any class—since you have to take into account not only how comfortable the students are with library concepts and vocabulary but also their fluency with English. These challenges are no

reason to be intimidated. The course instructors, as one of the students' main ambassadors to the university setting, are unlikely to subject students to an experience they're not ready to handle. In fact, the ESL instructor is the librarian's biggest ally in this situation, because they have already begun the process of acculturating their students to the University and the library, and in most cases have already emphasized the importance of using the library. ESL instructors don't assume that students already know what they need and how to find it.

One of the most noticeable parts of the ESL instruction experience for all of us is that the students' motivation to be there and learning from us seems to be built into the kind of person who travels to another country to learn in a new language—we don't have to work as hard for buy-in from our audience. Rapport between students in these classes is generally good due to tight-knit nature of their small classes, so group activities work very well. One group will often lean over to ask questions or collaborate with another.

There are differences in how I approach these sessions that I find myself thinking through each time I prepare. I try to be more visual—in addition to explaining terms and concepts on a more basic level than I might non-ESL students, I find that using props and visual cues can cement what I'm saying and help remove ambiguities for the students. As I progress through a class, I'll ask individual students for confirmation of what we're discussing, not only by assent but also by example. For instance, rather than asking if the class at large understands that adding search terms will reduce the number of search results, I might ask someone who hasn't participated so far what adding a word from his paper topic or field of interest to our search terms would do to search results. I also try to give lots of explicit feedback, embedding the question and the concept in the affirmation or re-explanation. Since ESL instructors are often quite close with their

students because of the intensive nature of the program, I welcome their occasional break-in to a session. They are often drawing the class's attention to how what we're doing dovetails with the group's other activities.

An important difference to keep in mind and to capitalize on is that in spite of the basic level of our class content and the simplified structure and language of our searches, these students are not freshmen. Many students have undergraduate degrees and/or subject expertise that they will be pursuing, often on a graduate level, as soon as their English is on par with the rest of their abilities. Recognizing and working with that in class can be tremendously engaging for students who spend a lot of time struggling to convey that they have ideas beyond their current vocabulary. Even adding in students' native country as an additional search term brings a new buzz across the class.

We even use a couple of non-library-specific tools that can be great helps to teaching library resources in the ESL setting:

- Online thesauri—depending on fluency, ESL students may not feel comfortable ticking off a list of keyword synonyms as they think about their topics. If you have access to an online thesaurus during a session, an exercise in using it is a great introduction to the task of research and will offer continuing dividends in the students' classroom work.
- Spell check—if your teaching computers have access to office/productivity software, using spell check can be a great way to drive away the “no results” blues. I try to remember to misspell something in my example searches, so that the students see how easy it is to fool catalogs and indexes into returning nothing useful.

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Dear Tech Talk— The previous column (June 2003) provided information about Weblogs and implied that the next column would address a complementary technology, RSS. So what is RSS? —Roarin' Ready for RSS

Dear RRR— RSS is indeed a complementary technology that can be used with weblogs or with any web-based information that is updated. RSS is an acronym that stands for a variety of things: Really Simple Syndication; Rich Site Summary; R(DF) Site Summary, Rich Site Syndication; Rich Syndication Standard. (RSS FAQ) But what does RSS really "mean" to librarians? Roy Tennant succinctly states, "RSS is a low-overhead way to provide current awareness services within a digital library environment." Already libraries are using web pages to provide updated information to library clients – wouldn't it be cool if they subscribed to library "channels" that provided them only with the updated information associated with these web pages?

This column will not discuss the technical aspects of RSS, but there is some basic information that is helpful to know. RSS is a form of XML (and XML is similar to HTML, but more flexible and powerful). Therefore, RSS files will often end with an .xml extension, but they may also end with an .rss or .rdf extension. When an RSS file is displayed in a browser like Internet Explorer or Netscape, you see only the XML coding. According to Mark Pilgrim, "The original RSS, version .90, was designed by Netscape as a format for building portals of headlines to mainstream news sites." But Netscape abandoned the idea, only to have it picked up by other vendors. Now there are about 7 flavors of RSS: .90, .91, .92, .93, .94, 1.0, and 2.0. (Mark Pilgrim) These different versions aren't important – unless you are going to create RSS files. In that case, Mark Pilgrim provides a useful chart that recommends when specific versions should (or should not) be used.

There is some new vocabulary to be learned, as well:

Aggregator – A tool that pulls together a variety of RSS feeds into one place. It can be either an online site (such as LISfeeds.com) or it can be a software program that you install on your computer.

Channels, Feeds, or RSS Feeds – Simple XML (RSS) files that lead to a specific information resource that is updated at regular or irregular intervals.

Newsreader or RSS Reader – Software that can be used to access and interpret RSS feeds.

Scraped or Scraping – The process of creating an RSS feed for a website that doesn't provide one itself. (Fagan Finder)

Syndicated or Syndication – A website that has an RSS feed – meaning that updates and changes can be tracked through an aggregator or an RSS reader because an RSS file has been created for that site.

Become familiar with RSS Feeds and RSS readers. To do this, you need to either visit an aggregator's website or install an RSS reader. A good library-related RSS aggregator is LISfeeds.com (<http://www.lisfeeds.com/>). However, the web-based aggregators can't provide the functionality of an RSS reader. When a good RSS reader is open, it will: use "autodiscovery" to alert you of a web page with an RSS channel; provide automatic updates for channels to which you subscribe; provide the ability to organize channels into subject categories, using a hierarchical structure. The updating function is the most valuable feature of a good RSS reader. The reader delivers updated information to you when it happens and eliminates the need to examine multiple websites of interest for changes – current information, tailored to your interests automatically delivered to you.

RSS readers aren't difficult to use. Many of them use the same 3-pane interface that is used in the Microsoft

Outlook e-mail system. The left pane displays a list of channels to which you subscribe; the top right pane displays the list of read and unread updates for each channel, as you select the channel; and the bottom right pane (preview pane) displays specific details for each item of updated information. The entire web page from which the RSS feed is derived can be viewed at any time by double clicking on the item in the top right pane.

The following resources lead to websites that provide links to a wide variety of RSS readers. Some RSS readers are available at no cost, while others have a cost associated with them, but can be used for a trial period:

- Abbe Normal: a wiki-weblog out of time Rss Readers – <http://www.ourpla.net/cgi-bin/pikie.cgi?RssReaders>
- Google Directory . . . > News Readers – http://directory.google.com/Top/Reference/Libraries/Library_and_Information_Science/Technical_Services/Cataloguing/Metadata/RDF/Applications/RSS/News_Readers/
- RSS Feed Reader / News Aggregators Directory – <http://www.hebig.org/blogs/archives/main/000877.php>
- RSS Readers – <http://blogspace.com/rss/readers>
- Weblogs Compendium – RSS Readers <http://www.lights.com/weblogs/rss.html>
- Yahoo! Directory RSS > News Aggregators – http://dir.yahoo.com/Computers_and_Internet/Data_Formats/XML_eXtensible_Markup_Language_/RSS/News_Aggregators/

Okay, so you have installed an RSS reader – now what?? Most likely the reader has come with some pre-populated feeds. Use them to get a feel for what the RSS reader can do; make changes in the hierarchical structure; and delete the channels in which you have no interest. Now it starts to get more interesting. Find some feeds of personal interest. The same LISfeeds.com aggregator (<http://>

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www.lisfeeds.com/), mentioned above, can be used to identify library channels of interest. Two additional sites to check are Syndi8.com (<http://www.syndic8.com/>) and RDF – Ticker Find More Channels (<http://www.anse.de/rdfticker/findchannels.php>). These last two sites provide keyword search engines so you can look for channels that may deal with specific topics.

There are also RSS feed search engines (like Google, but only for RSS feeds) that can be searched. Fagan Finder provides an annotated list of several of these search engines, including: BlogDigger (<http://www.blogdigger.com/>), Daypop (<http://www.daypop.com/>), Fresh Search (<http://www.terrar.com/>), Feedster (<http://www.feedster.com/>), and others. The search results include a link to the feed that provides the news item. (Tennant) If you read weblogs, many include a blogroll (links to other blogs). Use the blogrolls to find other blogs of interest that have been syndicated. (Fagan Finder) If in doubt, how do you know if a page has an RSS feed? Check it for an icon consisting of a box (some times orange, some times blue) with XML, RSS, or RDF on it. Instead of an icon, there may be a link that says, “RSS” or “Syndicated”. The presence of the icon or the links is a clear sign that the page has an RSS feed.

Make sure your RSS reader is open while going through the discovery process. When a good RSS reader is open, it will use “autodiscovery” and notify you when you encounter an RSS web page while using your web browser. The reader won’t automatically add the new channel to your list of channels – you make a decision to add it to the RSS reader channels or delete it from the autodiscovery file. If the RSS Reader doesn’t support autodiscovery, or it doesn’t detect a page that has been syndicated, setting up access to that channel is simple. Right click on the XML/RSS icon or the RSS/Syndicated link to make a copy of the URL for the RSS feed. Switch to the RSS reader and go through the process of creating a new feed. At the

appropriate time, provide the RSS-feed URL (the URL may appear automatically because it has been copied and is stored in the paste buffer). The RSS reader will verify that the feed works and add it to the specified spot in your list of channels.

Can’t find any useful RSS feeds? Then create some from websites of interest. Fagan Finder also provides several annotated lists that identify a variety of mechanisms that can be used to create RSS feeds from someone else’s content. Some of particular interest might be:

- Amazon.com (<http://www.yaywastaken.com/amazon/>) – Set up an RSS feed for new items available at Amazon.com, based on a specific search strategy, using this RSS template to create the RSS-feed URL: [http://www.yaywastaken.com/amazon/amazon-rss.asp?keywords=\[your search terms\]](http://www.yaywastaken.com/amazon/amazon-rss.asp?keywords=[your search terms]) (don’t use the brackets []);
- eBay (http://www.lechoso.com/bish/exp_ebay2rss.php) – Set up an RSS feed for new items available at eBay, based on a specific search strategy;
- The Mail Archive (<http://www.mail-archive.com/>) – This resource includes about 2,500 mailing lists, including some to which you may already subscribe. Search for a list, click on an item of interest, and add “maillist.RDF” to the URL for an RSS-feed URL.
- myRSS (<http://myrss.com/>) – This site allows you to create RSS feeds from websites that don’t have RSS feeds – the concept of scraping. However, there are a couple of caveats: scraping doesn’t always work and if the display on the page that is being scraped changes, then the RSS feed may break.

Last, but certainly not least, contact the website’s webmaster and recommend that they syndicate their web site. Besides bringing updated content to your RSS reader, the advantage of syndicating a site for the site owner is that it will increase the visibility of that website.

After having experimented with RSS feeds and RSS readers, you

should have an idea of what they are about and what they can do. How do they fit in with the daily routines of a library? Librarians are always trying to find ways to keep clients aware of changes, resources available for trials, newly acquired resources, events taking place at the library, etc. Go back to Roy Tennant’s statement, “RSS is a low-overhead way to provide current awareness services within a digital library environment.” If the library has a weblog that is being used for updating purposes, syndicate it; if it’s using a current awareness web page, syndicate it; if there is a web page listing new resources or services in the library, syndicate it; if someone is notifying clients by e-mail about new resources in their area, create a web page or a weblog for this purpose, and syndicate it!!

One thing to beware of when providing your own RSS feeds is to make sure that the XML code for the RSS files works correctly. Once again, this information is directed to those who have the skills to create RSS files, but it’s useful to know that there are a number of RSS validators that can be used to test for correct syntax in these files:

- Experimental Online RSS 1.0 Validator – http://www.ldodds.com/rss_validator/1.0/validator.html
- Feed Validator for RSS and Pie – <http://feeds.archive.org/validator/>
- RSS Validator – <http://aggregator.userland.com/validator/>
- W3C RDF Validation Service – <http://www.w3.org/RDF/Validator/>

Now, promote, promote, PROMOTE this new service to the library’s clients!! Provide classes and workshops that give clients the skills to obtain and use RSS Readers. Show them the available library channels and ask their input for other channels; show them how they can find channels of interest to them; show them how they can create RSS feeds from other sites. If you have the skills, provide workshops that teach others how to syndicate their own pages. Most importantly, add this information discovery tool to your arsenal of resources and share the knowledge with others.

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**LIRT LIAISON COMMITTEE
SUMMARIES OF NON-LIRT INSTRUCTION-RELATED
PROGRAMS/EVENTS AT ALA ANNUAL 2003**

“The Good, the Bad, the Ugly: Teaching the Critical Evaluation of Information to Fulfill Information Literacy Standard #3”

Teaching Methods Committee Discussion
ACRL – IS
Saturday, June 21, 2003, 4:30 – 5:30 pm

The brainstorming session of the ACRL Instruction Section Teaching Methods Committee revolved around several key issues relating to Information Literacy Standard #3. (“The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.”) Small groups generated responses to several questions, and highlights were then brought to the larger group for discussion. The first question addressed was: “Who is responsible for teaching Standard #3 - teaching faculty or librarians - and how can librarians get faculty involved?” Participants agreed that teaching evaluation of information should be a collaborative effort between faculty and librarians, and successful endeavors require trust and the building of a personal relationship. Ongoing information literacy initiatives may need an institutional commitment, and full integration into the curriculum. It was suggested that faculty often need to be willing to accept suggestions/changes to their research assignments or class content to adequately address this standard. Next, the small groups brainstormed evaluation criteria for both print and web sources. Most groups returned with some version of the ‘who, what, when, where, and how’ list, emphasizing authority and currency within the context of the research area as most imperative. Suggestions were made to include active learning strategies, such as having students generate criteria or apply criteria in comparing scholarly and popular works. The last area examined was how to teach evaluation of information in a one-shot session. Suggestions included using assignments completed outside of the session time, the use of online tutorials, or whole class discussions comparing dubious and authoritative websites.

Summary by Lori Critz,
LIRT Liaison Committee



“Myth-Understanding: Learning through Storytelling”
CLENERT (Continuing Library Education Network and Exchange Round Table)

Sunday, June 22, 2003, 10:30 am- 12:00 pm

Story-telling can be a powerful educational tool. David Hutchens, the featured speaker, gave an excellent presentation on the differences between traditional methods of communication and story-telling. His focus was on organizational learning, but applications can be extrapolated to other educational settings. Story-telling in

this sense is not referring to fables or fictional stories, but rather the stories of what is happening within an organization and the people who work there. Story-telling has the power to explain abstract or complex information, to generate support for change, to develop or preserve a culture (including institutional cultures), to capture learning and to spread knowledge, and to foster learning environments.

Traditional methods of communication, such as power point presentations are critical and evaluative, whereas story-telling allows for a more open and accepting communication. Hutchens defines traditional communication as ideas in a speaker’s head that are communicated to the listener, who then speaks back to confirm the reception of the message. He describes story-telling as a “box of meaning” between the speaker and the listener which holds memories, feelings, experiences and beliefs. Each person reaches into this box of meaning to select experiences, beliefs, etc that will help him/her to connect to what is heard. Hutchens pointed out that when the listener is engaged, the whole person can be reached, but it can also be dangerous because the speaker may lose control of the communication if the listener draws a different conclusion that the speaker intended.

Summary by Elizabeth Margutti,
LIRT Liaison Committee



“Crossing Our Own Borders: Partnering with Faculty & Instructional Designers in the Online Environment”

ACRL Distance Learning Section;
LITA Distance Learning Interest Group;
CLA Services for Distance Learning Interest Group
Saturday, June 21, 2003, 1:30 – 3:30 pm

A 5 member panel, moderated by Alexander Slade, shared successful collaborative experiences in providing online services that support distance learners. Howard Carter discussed the Southern Illinois University Carbondale experience in building online ‘tools’ for course support. These tools are tailored to a specific course and incorporate elements of instructional design, web development and programming, course management software, graphics and other visual elements, and more. Marian Press and Carol Calder, of the University of Toronto, presented a look at the “Virtual Library: Information Retrieval in the Library and Beyond” – a seven-module, non-credit, graduate level, information literacy course offered at UT. The Virtual Library is taught – either face-to-face or online – over seven weeks, and introduces students to available resources, and how to access, use

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Passport to Success

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(see Figure 1). The assignment required that the students complete four tasks and have their "Passports" stamped or signed upon completion of each task.

Attend a library orientation...either on your own or bring a friend	Visit three (3) of these libraries: Marston, West, Education, Music, Journalism, Special Collections
Activate your Gator 1 Card	Find an article placed on online reserve at the Library and read it

(Figure 1)

What follows is a description of each Passport task:

Passport task: "Attend a library orientation...either on your own or bring a friend."

A main component of this task is to provide instruction on how to complete the other Passport tasks. In addition, the general library orientation session also includes an online slideshow presentation that provides an overview of the library system and a basic lesson on UF Libraries' resources and services. The slideshow includes screen captures of the UF Libraries homepage with links to the libraries catalog, the course reserve database, and proprietary databases. Additional slides provided a brief overview of periodical indexes, call numbers, general library rules, and reference services including e-mail reference and our online chat service (RefeXpress). The instructor also explains how students can locate books, articles, and other materials, as well as how to print or read online course reserve materials.

Another component of the orientation session is a tour which includes the main floor of Library West, the Humanities Library, and the Social Sciences Library. This tour highlights and reinforces some of the critical services and procedures discussed in the classroom portion of the session, including course reserves, printing, and book checkout. Finally, a brochure of the UF Libraries serves as a last reinforcement to much of what was covered during this session.

The rationale behind this task was that the libraries and the Dean of Students Office wanted the FYF students to get a comprehensive look at the university's library system. Our general library sessions provide this and the libraries had already scheduled fall term general library orientations which were open to any interested library user. The FYF students needed only to attend one of those sessions of their choosing outside the regular FYF class schedule. Since the libraries do not require sign-in to these general orientations, an unidentified number of the fall 2002 attendees may have been other undergraduate and graduate students, as well as faculty, staff or public patrons. Despite this, with the Passport as incentive to

attend, the number of attendees at the orientation sessions increased significantly from 148 attendees during the fall 2001 term to 323 total attendees during the fall 2002 term.

Passport task: "Visit three (3) of these libraries: Marston, West, Education, Music, Journalism, and Special Collections."

Because various fields of study are represented in the FYF classes, it was important that students know which library they should visit for their particular research needs. In addition, since part of the orientation session includes a tour of Library West, students could conveniently have their visit marked for this task.

Passport task: "Activate your Gator 1 Card."

The Gator 1 card acts as an all-purpose campus card for University of Florida students. The instructor tells the students which number on their Gator 1 card serves as their library card number. Activating the library card number is necessary to request many online services or to work within proprietary databases from off campus locations. Completing this task enables students to log on to any public workstation in any of the campus libraries. By activating their cards, students could log on to the computers and participate in library instruction.

Passport task: "Find an article placed on online reserve at the library and read it."

Many students do not know that course reserve materials are made available electronically in full-text; therefore, it is important that students learn how to access these materials. To demonstrate these skills, the session instructor used the FYF course number to check for online reserves in the Course Reserve Database.

Each of the four Passport tasks provided first-year University of Florida students the opportunity to use many of the resources and services that the libraries have to offer. While completing their Passport tasks, students learned about library resources and services that were critical for them to know for the rest of their academic career. By knowing what is available, these freshman students are more likely to use the library and also more likely to ask questions. Ultimately, the Passport assignment was an effective method in providing library instruction for hundreds of freshmen students, and had the added benefit of creating a closer relationship between the libraries and with the Dean of Students, which leaves open the possibility for future collaborative endeavors.



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



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 taskforces. 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](http://www3.baylor.edu/LIRT/volform.html)*



Library Instruction Round Table News

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