School Public Special Academic

LIBRARY INSTRUCTION ROUND TABLE NEWS

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LIRT

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

June 1999 volume 21 no. 4 issn 0270-6792

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president By Cale Burrow, Rhllrroll'@rockY.c/{II'CIlIOIlf.edll

The Learning Room

Recently I have spent a lot of time reflecting on designing and
teaching in a hands-on classroom. At the LOEX Conference
this spring, a colleague and I presented a paper on that topic
based on our experiences with the Learning Room for the Librar-
ies ofThe Claremont Colleges. In addition, we are coming to the end of our first year teaching in that very pleasant, very high-tech facility, so we're beginning to evaluate how well it works for us, how well we use it, and

Room has provided our teaching librarians with
solutions to many of the problems we faced in our old classroom and has offered some exciting new teaching possibilities. On the other hand, it has not solved all our problems and has cre-ated at least as many new questions as it has answered. I sup-pose that's always the way it is with

LIRT that offers us so many practical ideas to
help answer our questions about library instruction.

,,�RT'S Top Twenty

for 1998

By the Continuing Education Committee, lanet Sheets, Chair, lanet_Sheets@baylor.edu

During 1998, members ofLIRTs Continuing Education Commit-
tee, Mari Leverence, James Millhorn, Jonathan Helmke and Janet
Sheets, read and evaluated scores of articles on library instruc-
tion and information literacy. At ALA Midwinter meeting in
January of 1999, we chose these 20 articles as the best of the best.

The committee triesԠր䄵脰o䀁┅!쀅鰠支ᅐġ茄ᄨ唀圀唀䰀⃂ᔉġ耀艐虰հĥҀրм⁯᐀䘀መ䠑╡退剀ĥŐĤcЅ 蠑╥灕iLPԄ쀂耄ĸ蠑╢䔠̰偌.ခ␀䘀መ

faculty and students aware of the range
and value of available library services, including library in-struction, so they'll take better advantage of them?" At the LIRT Discussion Forum at Midwinter Conference, I

joined a
group oflibrarians talking about marketing library services, heard some success stories, and came away with several really good ideas. One we're going to try in the fall is a "library fair."

Are you looking for some good examples of web tutorials? The LIRT Research Committee has evaluated many and put links to the best at <http://diogenes.baylor.edulLibrary/LIRT/Iirtproj.htmb-. Do you need some ideas for evaluating various aspects of your instruction program? Have a look at Evaluating Library Instruction: Sample Questions. Forms. and Strategies, published in 1996 by ALA Editions. Written by LIRT members including Diana Shonrock, who also edited the book, it is packed with evaluation strategies for just about every library instruction need. continued on page 3...

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LIRT Meetings
1999 ALA Annual Conference, New Orleans, LA

Saturday, June 26th
8:00 -

9:30 a.m.
9:30 -

11:30 a.m.
11:30 a.m. -
12:30 p.m.

12:30 p.m.-

Sunday, June 27th
9:30 a.m. -
12:30 p.m.
12:30 p.m.-
8:00 -10:00 p.m.

Monday, June 28th
12:30 p.m.-
2:00 -
4:00 p.m.

6:00 -

7:30

ALA Annual LIRTProgram

Technology in Action,' Getting the Most From
Your Electronic Classroom

Sunday, June 27, 1999
9:30 a.m. -
12:30 p.m.
New Orleans, LA
Marriott New Orleans

The physical arrangement of the computer teaching lab has recently been under some scrutiny. Is there a "best" way to create or update lab space to maximize student learning? Does the librarian need to change or alter the teaching pro-
cess in response to the physical environment? This program will offer practical insights to teaching librarians using computer labs as part of the instructional
process. A poster session "Teaching with Technology" will cap the morning's
activities.

Information Literacy
continued from page 12...

The results did show a promising start and illustrated suc-
cess for those institutions that had incorporated these pro-
grams into their curricula thus far. The survey did, however, indicate that many institutions confuse the term "information literacy" with computer literacy and/or bibliographic instruc-tion which is still an issue today.

Two of the author's other appendixes are useful in that one gives a sample writing syllabus for a psychology class and another lists a particular college's competency growth plan (freshman through senior year) in library and information literacy for students with a marketing major.

A nice complement to Student Learning is the 1998 publica-tion titled As IfLearning Mattered: Reforming Higher

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Education by Richard E. Miller. His book takes a look at past efforts to reform educational practice and what changes are possible by bureaucracies as social instruments.

For older publications in this same vein, you might want to consult the following:

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Join us for BITES with LIRT

New Orleans, LA, June 26,27, & 28, 1999

This is your opportunity to meet and eat with other librarians interested in library instruc-tion. Once again, LlRT is organizing groups for lunch at modestly priced restaurants during the annual conference in San Francisco. LlRT welcomes all types of librarians (who have an interest in instruction) from all �Z��S�HS�H� v•2G„dD�2`S�HpYL ˆ„›5`��F�SVFH$P€b �–f�R�P �5�R��YfOD€8%f Eˆc#BYfO&† A'E›UD€D�I�R�p�–`K�H types of libraries. You

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for 1998 continued from page 9...

Heckart, Ronald J. "Machine Help and Human Help in the Emerging Digital Library." College and Research Libraries 59.3 (May 1998): 250-259.

The author envisions a future where there is virtually no mediation between patron and librarian. He focuses on
recent advances in customer interaction software that, he
argues, are not only smart, but allow users a high degree
of self sufficiency. Heckart does not claim that we have
yet arrived at the point where traditional reference can be
dismissed, but projects that over the next fifteen years we
will see a significant decrease in reference transactions. In �

this scenario there womᙅ數噕悑焄ᕩ⠀娀刅 ကpniluhir

Book Review

What Exactly is Information Literacy Anyway?
By Shawn Thomas, sthomas@chipublib.org

Breivik, Patricia Senn. Student Learning in the Information Age. Phoenix, AZ: The Oryx Press, 1998.

Check These Out
continued from page 13...

INFORMATIONLITERACYIN SCHOOL LIBRARIES

The entire March 1999 issue (volume 83, number 605) of the NASSP Bulletin (National Association ofSecondary School Principals) is

Software Review

Web-Based Client Survey and Data Analysis: A Review of Message Parse

Can we do the analysis ourselves?
Before proceeding to analyze one's data, one needs to decide how sophisticated one wants the report to be. To get num-bers, percentages, means and standard deviations, it is not necessary to spend big bucks for a

top-flight analysis soft-
ware package. Most libraries have a copy of either MS Excel or Lotus 1-2-3. Believe it or not, that is all one needs. Figure 2 illustrates how the text file Message Parse produces can be imported into MS Excel for analysis.

two approaches dramatically affected the number of patrons who took the surveys. Our first regular web-based Library Satisfaction Survey was conducted "actively" and success-fully during National Library Week, April 12-18; 1999. The

impact of the �L�V�d€•

pilot and regular surveys �P–�P/rT’4�I

TECHTALK
continued from page 16...

For more information:

Green, Heather. 'The Skinny on Niche Portals." Business Week (October 26, 1998): 66-67.

Hu, Jim. "Racing to te䥠̑ᙆᡈtsᠤမࡰԠ

ALA Annual LIRT Program

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Technology in Action: Getting the Most From-
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Sunday, June 27, 1999

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New Orleans, LA
Marriott New Orleans

Library InstructionRoundTableNews
c/oLorelle Swader

AmericanLibraryAssociation
50 E. Huron Street

LIRT Chicago, IL 60611

First Class Mail

Address Correction Requested