School Public Special Academic

LIBRARY INSTRUCTION ROUND TABLE NEWS

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LIRT

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

September 1999 volume 22 no. 1 issn 0270-6792

FROM THE PRESIDENT

By Mitch Stepanovich, stepanov@flash.net

It seems at times as though organizations have a life of their own.
They can develop such inward momentum that it appears that
things are happening for the good of the organization. It's almost
like watching thunderheads boiling in the sky on a summer
afternoon; a lot of activity but no visible direct impact. Occasio逄䀄愲/㜶䂒LlRT

membership: the LlRT News, LlRT-L, and the LlRT web site.

We each receive this outstanding newsletter that is full of useful

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President, gburrow@rocky.claremont.edu

During 1998-99, LlRT has continued to be an effective advocate
for library instruction in all types of libraries through our liaison efforts, program, and publications. Organizationally, we have
made some changes and planned for others that will provide us with a solid base for future endeavors. This year, for the first time in ALA history, LlRT and other Round Tables were able to elect ALA Councilors. Having Round Table Councilors is truly recogni-tion that Round Tables are an integral part of the Association. LlRT has been given a Council seat of its own because we are one of the largest ALA Round Tables (112colleagues,

or to

carry on an informal discussion. Yes, we also have BI-L, but aren't there are times when you might not want the entire library instruction world listening?

The LlRT web site at <http://diogenes.baylor.edu/Library/LlRT> has many links and useful features designed with LlRT members in mind. Online issues of this newsletter dating back to June 1985 can be found here. Also here is a description of and information or how to subscribe to our LlRT-L discussion list. Have you been wondering how you could better evaluate your instruction efforts? LlRT's book on Evaluating Library Instruction is described here. Ever wonder where youme

know what

you think on these issues at stepanov@flash.net.

Mitch Stepanovich is Architecture Librarian at the Architecture Library, University of Texas at Arlington. •

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LI RT COMMITTEE REPORTS

ALA ANNUAL CONFERENCE 1999, NEW ORLEANS

Computer Applications
The committee decided to continue to contribute software reviews to each issue of L1RT News. Committee members
volunteered to write reviews for the

remaining issues this year. The commit-tee is developing a bibliography for this year's Annual L1RT Program. We submit-ted a revision of the Computer Applications Committee charge.

Continuing Education
The committee discussed the 1998

L1Rrs Top 20 list and made preliminary organizational plans for the support of the 1999 L1RT program.

ElectionINomination

The committee developed a list of
potential candidates to be contacted for year 2000 slate. It was decided not to include a page for nominations in L1RT News. We will work with Organization and Bylaws and Public Relations Com-mittees to develop a list of potential
candidates based on past committee membership.

Liaison Committee
The chair handed out the Historic List of

L1RT Programs, the State and Regional L1RTs, and the Meeting Report Forms. Members (and incoming members)
volunteered to attend meetings and then report for the newsletter. Discussion about L1RT goals and how we could direct our efforts ensued. The list of programs could be put on our website to help state L1Rrs developing programming. Contact with them could also give other ideas. Contact with NMRT was also brought to
our attention.

Long Range Planning
The committee discussed the ways in
which L1RT could be more forward-

thinking and expand our links to other like
groups

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specifically Public Library
Association and School Library Associa-tion. Two recommendations were made, which Alison will forward to Steering. Diana gave a brief report on the status of the 25th Anniversary celebration.

Newsletter

We spent most of our session discuss-ing the contents of upcoming issues (v. 22, no. 1 and v. 22, no. 2). We continued our discussion of the possibility of
creating detailed tip sheets to guide
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contributors in writing several different kinds of articles. We discussed long-range planning committee proposed goals and decided that our existing goals could be adjusted to coincide with the proposed goals with little difficulty.

Organization and Bylaws
The committee decided to work with the

Elections Committee to update list(s) of active members. A bylaws change on appointed positions was formulated and revised following input from the Executive Board. Suggestions for procedures of updating the Manual were discussed. A method will be tried for the coming year.

1999 LIRT Conference Program
6/26/99 We finalized assignments and preparations for 6/27 programs. We
welcomed a new member (1999-2000).

6/28/99 We had a debriefing about the
concluded

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L1RT programR9

for 1999. �S�U�R�J�U�D�P g^

Instruction in the Special Library By Meredith Smith, msmlth@L Tnet.ltls. or

Instructional Challenges Faced by Multitype Library Systems

Multitype library systems often encounter
instructional challenges that are unique to
library consortiums. The Lincoln Trail
Libraries System (LTLS) is a multitype
library serving 121 member libraries in
nine counties in east central Illinois. The

system serves seven academic, 53
public, 44 school, and 17 special librar-ies. As part of its instructional function, LTLS delivers continuing education and training courses to librarians and staff
from these libraries.

LTLS continues to offer a wide variety of courses covering diverse areas of
interest. These courses are selected

based upon the needs of member
libraries. LTLS assists in arranging for a variety of continuing education instruction
in areas such as trustee education

(aimed at public and school trustees),
family literacy training, multimedia
selection and management, adult
programming in libraries, and grant
writing.

by Judy Clarence, jclarenc@csuhayward.edu

Alison Armstrong, Our New Vice-President/President Elect

Preparing for LlRT Presidency in the year
2000 is Alison Armstrong, active and
involved in LlRT since 1993. Alison grew
up in Manhasset on the North Shore of
Long Island and later moved to Madison

WI, where she received both her B.A. (in'
English) and her Masters Degree in

Library and Information Studies from the i

University of v � „

Teaching Tips: Classroom Management

The Audience

Focus on the needs ofthe students not on the

powers ofthe technology.

Students may have a wide range oftechnological skills. Allow opportunities forthe advanced students to experiment, but bring them back on task to make important points.

Be patient and encouraging with studentswho are new to the technologies and assume no prior knowledge.

Begin your session by asking questions to gauge your audience's technical knowledge.

If possible, have someone assist you by roving
around the room and handling problems while you are
presenting.

If an assistant is not possible, solicit help from your
audience.

Always plan time forAlway耀em/⡈戳昀ጠ愧礦⏰葦9nem/⡈掖ꔀᰠ譓lan

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CHECK THESE OUT!

Mary Pagliero Popp, popp@indiana.edu

The end of summer and the start of fall can

bring new energy. Think about energizing yourself with new information!

TECHNOLOGY, THE WEB, AND
INSTRUCTION

Brazell, Beckie. "The Library Laboratory: An Experiment in Library Instruction
with Students at the Denver Public

Library." Colorado Libraries 25 (Spring 1999): 22-24.

Portrait of a joint project of the Denver Public Library with a high school and a middle school to develop a library
laboratory and instructional program
for students to supplement the
collections of the school media

centers. Covers the planning process and content of the program.

Committee on Information Technology Literacy, National Research Council. Being Fluent with Information Techno-JQgy. Washington, DC: National
Academy Press, 1999. (Also available at <http://www2. nas.edu/cstbweb/s).

Report published by the National
Academy of Sciences which articulates a framework of intellectual capabilities, concepts, and skills necessary for
persons to develop fluency with
information technology. Fluency is
defined as the lifelong learning
process to develop the ability to use
information technology effectively today and to adapt to changes in information technology in the future. The report
was developed to "set the standard for what everyone should know about IT." Well worth reading and discussing!

Keating, Anne B. and Joseph Hargitai.
The Wired Professor: A Guide to

Incorporating the World Wide Web in College Instruction. New York: New
York University Press, 1999.

A practical, hands-on overview of ways
for instructors to use the Web in

college classes. Includes basic infor-mation about HTML, tips on scanning, images and colors, and nice introduc-tions to advanced topics such as
audio, video, streaming media and
CGI scripts. Also included are philo-sophical discussions about distance education, research and the Web, and the virtual university.

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Courselnfo

Software Review B Rob Withers WITHERRE@MUOhIOEdu

Blackboard's Courselnfo service enables

instructors to create class web pages without
knowledge of HTML or web programming
languages. Default features included on
Courselnfo web pages are sections for
announcements, course information, staff information, external links, communication tools (including a web bulletin board, chat room,
utility for creating web pages, email, and a
course roster), and a suite of student tools
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Dear Tech Talk-

I use Internet search

TECH TALK continued from page 9...

Search Engine Caveats

Lawrence and Giles have done research that shows that search

engines continue to index less and less of what is actually avail-
able on the World Wide Web. Their research indicates that

search engines are focusing on the most popular sites and commercial sites. Search engine managers don't dispute this research, arguing that they don't want to expend the resources needed to index everything on the web; they want to focus on those items of higher quality; they want to focus on improving the relevancy ranking algorithms; and they want to focus on those resources that are of the most interest to the most people.

Additionally, there are some web pages that cannot be identified or are difficult to identify by the automated spiders:

• Pages using frames -

Alta Vista and Northern Light
spiders can identify these pages.

• Pages created dynamically - More and more web pages are created on the "fly" from information that is stored in databases. A dynamically created web page can be easily identified because of the "7" in the URL, and the spiders ignore those URL's.

• Pages created using XML.

Keeping Up

Finally, there are several resources available to help keep up with the changes in Internet search engines:

Notess, Greg. "Internet Search Engine Update." <http://www.onlineinc.com/onlinemag>
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Published in each issue of Online.

Search Engine Show Down. <http://www.notess.com/search>
- Online columnist, Greg Notess provides detailed informa-tion about Internet search engines.

Search Engine Watch <http://www.searchenginewatch.com>

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The definitive Internet site for search engine information. Search Engine Watch is a free service, but subscribers ($49/year) to the site receive additional subscriber-only informa-tion, including the bi-monthly "Search Engine Update
Newsletter".

SearchEngineTalk.com <http://www.searchenginetalk.com>
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One of several discussion forums created for webmasters
and

Annual Report continued from page L,
Providing for the election of an ALA Councilor required a change in the LlRT Constitution and Bylaws. The

COMPUTER ApPLICATIONS: Examines

how computers are used in library
instruction. Promotes the use of

computers by publishing a bibliog-
raphy on computer applications for
BI and maintaining a clearinghouse
for information on computer soft-
ware.

CONFERENCE PROGRAM: Plans the

LIRT program for the ALA An-
nual Conference. Makes arrange-
ments for speakers, room, hand-
outs, and activities during the pro-

gram.

CONTINUING EDUCATION: Conducts re- �P�D�L�H�U�V�HU�D�

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